







# Colonial Towns and Townspeople

## Supplemental Guide to the Tell It Again!™ Read-Aloud Anthology

Listening & Learning™ Strand  
**KINDERGARTEN**

Core Knowledge Language Arts®



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# Preface to the Supplemental Guide

## Colonial Towns and Townspeople

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The *Supplemental Guide* is designed as a companion to the Core Knowledge Language Arts *Tell It Again! Read-Aloud Anthologies*. There is one *Supplemental Guide* per domain. This preface to the *Supplemental Guide* provides information about the guide’s purpose and target audience, describes how it can be used flexibly in various classroom settings, and summarizes the features of the guide that distinguish it from the *Tell It Again! Read-Aloud Anthologies*.

### ***Intended Users and Uses***

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This guide is intended to be used by general education teachers, reading specialists, English as a Second Language (ESL) teachers, special education teachers, and teachers seeking an additional resource for classroom activities. The guide is intended to be both flexible and versatile. Its use is to be determined by teachers in order to fit the unique circumstances and specific needs of their classrooms and individual students. Teachers whose students would benefit from enhanced oral language practice may opt to use the *Supplemental Guide* as their primary guide for Listening & Learning. Teachers may also choose to begin a domain by using the *Supplemental Guide* as their primary guide before transitioning to the *Tell It Again! Read-Aloud Anthology*, or may choose individual activities from the *Supplemental Guide* to augment the content covered in the *Tell It Again! Read-Aloud Anthology*. Such teachers might use the Vocabulary Instructional Activities and some of the modified read-alouds during small-group instruction time. Reading specialists and ESL teachers may find that the tiered Vocabulary Charts are a useful starting point in addressing their students’ vocabulary learning needs.

The *Supplemental Guide* is designed to allow flexibility with regard to lesson pacing, and encourages education professionals to pause and review when necessary. A number of hands-on activities and graphic organizers are included in the lessons to assist students with learning the content presented.

## ***Supplemental Guide Contents***

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The *Supplemental Guide* contains modified read-alouds, tiered Vocabulary Charts, Multiple Meaning Word Activities, Syntactic Awareness Activities, and Vocabulary Instructional Activities. For each modified read-aloud, a variety of Multiple Meaning Word Activities, Syntactic Awareness Activities, and Vocabulary Instructional Activities are available for classroom use, affording students additional opportunities to use domain vocabulary. The activities integrated into the lessons of the *Supplemental Guide* create a purposeful and systematic setting for English language learning. The read-aloud of each story or nonfiction text builds upon previously taught vocabulary and ideas, and introduces language and knowledge needed for subsequent more complex text. The *Supplemental Guide*'s focus on oral language in the earlier grades addresses the language learning needs of students with limited English language skills, who may not be exposed to the kind of academic language found in written texts outside of a school setting.

### **Modified Read-Alouds**

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The modified read-alouds in the *Supplemental Guide*, like the read-alouds in the corresponding *Tell It Again! Read-Aloud Anthology*, are content-rich and designed to build students' listening comprehension, which is a crucial foundation for their reading comprehension abilities. You may notice that not all of the read-alouds in the *Tell It Again! Read-Aloud Anthology* appear in the corresponding *Supplemental Guide*. Some of the read-alouds were omitted to provide ample time for teachers to review read-aloud content and language, and to engage students in extended dialogue about the text. Nonetheless, students who listen to the *Supplemental Guide* read-alouds will learn the same core content as students who listen to read-alouds from the corresponding *Tell It Again! Read-Aloud Anthology*.

In the modified read-alouds, the teacher presents core content in a clear and scaffolded manner. Lessons are designed to be dialogic and interactive in nature. This allows students to use acquired content knowledge and vocabulary to communicate ideas and concepts with their peers and teachers in an accommodating and safe environment. Maximizing time for student conversation by structuring supportive situations—where students can engage in meaningful, collaborative discussions with their teacher and peers—is an important catalyst to oral language development.



### ***Tips and Tricks for Managing the Flip Book During the Read-Alouds***

Please note that many modified read-alouds ask that you show Flip Book images in a non-sequential order that differs from the order in which the images are arranged in the Flip Book. Furthermore, some modified read-alouds make use of Flip Book images from two or more separate lessons.

**It is highly recommended that you preview each modified read-aloud, with the Flip Book in hand, before teaching a lesson.** It is critical that you be familiar with the order of the Flip Book images for a given read-aloud, so that you are able to confidently present the read-aloud text and the appropriate image without searching through pages in the Flip Book.

We recommend that you consider using one or more of the following tips in preparing the Flip Book prior to the read-aloud to ensure a smooth transition in moving from one image to the next:

- Number the Flip Book thumbnails in each read-aloud lesson of the *Supplemental Guide*. Place corresponding, numbered sticky notes in the order Flip Book images will be shown, projecting from the side of the Flip Book so that each number will be clearly seen. (For example, if the number “3” is written next to an image thumbnail in the read-aloud, write the number “3” on a sticky note, and then place this on the appropriate image so the sticky note projects from the side of the Flip Book.)
- Alternatively, write the Flip Book image numbers as they appear in the read-aloud lesson of the *Supplemental Guide* (e.g., 4A-3) on sticky notes that project out from the side of the Flip Book so that image numbers are clearly visible.
- If you need to show images from two separate, nonconsecutive lessons, use different colored sticky notes for the different lessons. Be aware that images are printed on both sides of pages in the Flip Book. In some instances, you may need to be prepared to physically turn the Flip Book over to locate the next image and continue the read-aloud.

## Vocabulary Charts

Vocabulary Chart for [Title of Lesson]			
Core Vocabulary words are in <b>bold</b> . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
<b>Understanding</b>			
<b>Multiple Meaning</b>			
<b>Phrases</b>			
<b>Cognates</b>			

Vocabulary Charts at the beginning of each lesson categorize words into three tiers, which are generally categorized as follows:

- Tier 1 words are words that are likely to appear in the basic repertoire of native English-speaking students—words such as *town*, *farmer*, and *bread*.
- Tier 2 words are highly functional and frequently used general academic words that appear across various texts and content areas—words such as *measure*, *diagram*, and *essential*.
- Tier 3 words are content-specific and difficult words that are crucial for comprehending the facts and ideas related to a particular subject—words such as *colonial times*, *tradespeople*, and *carpenter*.

English Language Learners and students with limited oral language skills may not necessarily know the meanings of all Tier 1 words, and they may find Tier 2 and Tier 3 words confusing and difficult to learn. Thus, explicit explanation of, exposure to, and practice using Tier 1, 2, and 3 words are essential to successful mastery of content for these students (National Governors Association Center for Best Practices, Council of Chief State School Officers 2010, 32–35).

In addition, the Vocabulary Chart indicates whether the chosen words are vital to understanding the lesson (labeled *Understanding*); have multiple meanings or senses (labeled *Multiple Meaning*); are clusters of words that often appear together (labeled *Phrases*); or have a Spanish word that sounds similar and has a similar meaning (labeled *Cognates*). Words in the Vocabulary Chart were selected because they appear frequently in the text of the read-aloud or because they are words and phrases that span multiple grade levels and content areas. Teachers

should be aware of and model their use as much as possible before, during, and after each individual lesson, in addition to using these words to connect lessons. The Vocabulary Chart is also a good starting point and reference for keeping track of students' oral language development and retention of domain-related and academic vocabulary. These lists are not meant to be exhaustive, and teachers are encouraged to include additional words they feel would best serve their students.

### **Multiple Meaning Word Activities**

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Multiple Meaning Word Activities help students determine and clarify the different meanings of individual words. This type of activity supports a deeper knowledge of content-related words and a realization that many content words have multiple meanings associated with them. Students with strong oral language skills may be able to navigate through the different meanings of some words without much effort. However, students with limited English language proficiency and minimal vocabulary knowledge may be less likely to disambiguate the meanings of words. This is why it is important that teachers have a way to call students' attention to words in the lesson that have ambiguous meanings, and that students have a chance to explore the nuances of words in contexts within and outside of the lessons.

### **Syntactic Awareness Activities**

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Syntactic Awareness Activities call students' attention to sentence structure. During the early elementary grades, students are not expected to read or write lengthy sentences, but might be able to produce complex sentences in spoken language when given adequate prompting and support. Syntactic Awareness Activities support students' awareness of the structure of written language, relationships between words, and grammar. Developing students' oral language through syntactic awareness provides a solid foundation for written language development in the later elementary grades and beyond.

### **Vocabulary Instructional Activities**

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Vocabulary Instructional Activities are included to build students' general academic, or Tier 2, vocabulary. These words are salient because they appear across content areas and in a variety of written texts. Vocabulary Instructional Activities support students' learning of Tier 2 words, and

deepen their knowledge of academic words and the connections of these words to other words and concepts. The vocabulary knowledge students possess is intricately connected to reading comprehension, as well as the ability to access background knowledge, express ideas, communicate effectively, and learn about new concepts.

## ***English Language Learners and Students with Disabilities***

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The *Supplemental Guide* assists education professionals who serve students with limited English language skills or students with limited home-literacy experience, which may include English Language Learners (ELLs) and students with special needs. Although the use of this guide is not limited to teachers of ELLs and/or students with special needs, the following provides a brief explanation of these learners and the challenges they may face in the classroom. Further, it outlines teaching strategies that address those challenges.

### **English Language Learners**

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The *Supplemental Guide* is designed to facilitate the academic oral language development necessary for English Language Learners (ELLs) to fully participate in the read-alouds and activities in the *Tell It Again! Read-Aloud Anthology*, and to strengthen ELLs' understanding of the core content presented in the Anthologies.

When teaching ELLs, it is important to keep in mind that they are a heterogeneous group from a variety of social backgrounds and at different stages in their language development. There may be some ELLs who do not speak any English and have little experience in a formal education setting. There may be some ELLs who seem fluent in conversational English but do not have the academic language proficiency to participate in classroom discussions about academic content. The following is a chart showing the basic stages of second language acquisition; proper expectations for student behavior and performance; and accommodations and support strategies for each stage. Please note that ELLs may have extensive language skills in their first language, and that they advance to the next stage at various rates depending on their acculturation, motivation, and prior experiences in an educational setting.

Language Development Stage	Comprehension and Production	Accommodations and Support Strategies
<b>Entering</b>	<ul style="list-style-type: none"> <li>• Produces little or no English</li> <li>• Responds in nonverbal ways</li> <li>• Has a minimal receptive vocabulary in English</li> </ul>	<ul style="list-style-type: none"> <li>• Use predictable phrases for set routines</li> <li>• Use manipulatives, visuals, realia, props</li> <li>• Use gestures (e.g., point, nod) to indicate comprehension</li> <li>• Use lessons that build receptive and productive vocabulary, using illustrated pre-taught words</li> <li>• Use pre-taught words to complete sentence starters</li> <li>• Use simply stated questions that require simple nonverbal responses (e.g., “Show me . . . ,” “Circle the . . . ”)</li> <li>• Use normal intonation, emphasize key words, and frequent checks for understanding</li> <li>• Model oral language and practice formulaic expressions</li> <li>• Pair with another ELL who is more advanced in oral language skills for activities and discussions focused on the English language</li> <li>• Pair with same-language peers for activities and discussions focused on content</li> </ul>
<b>Emerging (Beginner)</b>	<ul style="list-style-type: none"> <li>• Responds with basic phrases</li> <li>• Includes frequent, long pauses when speaking</li> <li>• Has basic level of English vocabulary (common words and phrases)</li> </ul>	<ul style="list-style-type: none"> <li>• Use repetition, gestures, and visual aids to facilitate comprehension and students’ responses</li> <li>• Use manipulatives, visuals, realia, props</li> <li>• Use small-group activities</li> <li>• Use lessons that expand receptive and expressive vocabulary, especially Tier 2 vocabulary</li> <li>• Use illustrated core vocabulary words</li> <li>• Use pre-identified words to complete cloze sentences</li> <li>• Use increasingly more difficult question types as students’ receptive and expressive language skills improve: <ul style="list-style-type: none"> <li>• Yes/no questions</li> <li>• Either/or questions</li> <li>• Questions that require short answers</li> <li>• Open-ended questions to encourage expressive responses</li> </ul> </li> <li>• Allow for longer processing time and for participation to be voluntary</li> <li>• Pair with another ELL who is more advanced in oral language skills for activities and discussions focused on the English language</li> <li>• Pair with same-language peers for activities and discussions focused on content</li> </ul>

<b>Transitioning (Intermediate)</b>	<ul style="list-style-type: none"> <li>• Speaks in simple sentences</li> <li>• Uses newly learned words appropriately</li> <li>• With appropriate scaffolding, able to understand and produce narratives</li> <li>• Has a much larger receptive than expressive vocabulary in English</li> </ul>	<ul style="list-style-type: none"> <li>• Use more complex stories and books</li> <li>• Continue to focus on Tier 2 vocabulary</li> <li>• Introduce academic terms (e.g., making predictions and inferences, figurative language)</li> <li>• Use graphic organizers</li> <li>• Use increasingly difficult question types as students' receptive and expressive language skills improve: <ul style="list-style-type: none"> <li>• Questions that require short sentence answers</li> <li>• <i>Why</i> and <i>how</i> questions</li> <li>• Questions that check for literal and abstract comprehension</li> </ul> </li> <li>• Provide some extra time to respond</li> <li>• Pair with high-level English speakers for activities and discussions focused on the English language</li> </ul>
<b>Expanding (Advanced)</b>	<ul style="list-style-type: none"> <li>• Engages in conversations</li> <li>• Produces connected narrative</li> <li>• Shows good comprehension</li> <li>• Has and uses expanded vocabulary in English</li> </ul>	<ul style="list-style-type: none"> <li>• Continue work with academic terms (e.g., making predictions and inferences, figurative language)</li> <li>• Use graphic organizers</li> <li>• Use questions that require opinion, judgment, and explanation</li> <li>• Pair with native English speakers</li> </ul>
<b>Commanding (Proficient)</b>	<ul style="list-style-type: none"> <li>• Uses English that nearly approximates the language of native speakers</li> <li>• Can maintain a two-way conversation</li> <li>• Uses more complex grammatical structures, such as conditionals and complex sentences.</li> <li>• Has and uses an enriched vocabulary in English</li> </ul>	<ul style="list-style-type: none"> <li>• Build high-level/academic language</li> <li>• Expand figurative language (e.g., by using metaphors and idioms)</li> <li>• Use questions that require inference and evaluation</li> <li>• Pair with students who have a variety of skills and language proficiencies</li> </ul>

(Adapted from Hirsch and Wiggins 2009, 362–364; New York Department of Education 2013; Smyk et al. 2013)

## Students with Disabilities and Students with Special Needs

Students with disabilities (SWDs) have unique learning needs that require accommodations and modifications to the general education curriculum. When using the *Supplemental Guide* with SWDs and students with special needs, it is important to consider instructional accommodations, tools, strategies, and Universal Design for Learning (UDL) Principles, which promote learning for all students through the use of multiple forms of representation, expression, and engagement (Hall, Strangman, and Meyer 2003).

### ***Pacing***

Pacing is the purposeful increase or decrease in the speed of instruction. Educators can break lessons into manageable chunks depending on the needs of the class, and then follow each portion of the lesson with a brief review or discussion. This format of instruction ensures that students are not inundated with information. Additionally, you may want to allow students to move around the room for brief periods during natural transition points. When waiting for students to respond, allow at least three seconds of uninterrupted wait time to increase correctness of responses, response rates, and level of thinking (Stahl 1990).

### ***Goals and Expectations***

Make sure that students know the purpose and desired outcome of each activity. Have students articulate their own learning goals for the lesson. Provide model examples of desired end-products. Use positive verbal praise, self-regulation charts, and redirection to reinforce appropriate ways for students to participate and behave.

### ***Directions***

Provide reminders about classroom rules and routines whenever appropriate. You may assign a partner to help clarify directions. When necessary, model each step of an activity's instructions. Offering explicit directions, procedures, and guidelines for completing tasks can enhance student understanding. For example, large assignments can be delivered in smaller segments to increase comprehension and completion (Franzone 2009).

### ***Instruction Format and Grouping***

Use multiple instruction formats (e.g., small-group instruction, individual work, collaborative learning, and hands-on instruction). Be sure to group students in logical and flexible ways that support learning.

### ***Instructional Strategies***

The following evidence-based strategies can assist students with disabilities in learning content (Scruggs et al. 2010):

- **Mnemonic strategies** are patterns of letters and sounds related to ideas that enhance the retention and recall of information. They can be used as a tool to encode information.

- **Spatial organizers** assist student understanding and recall of information using charts, diagrams, graphs, and/or other graphic organizers.
- **Peer mediation**, such as peer tutoring and cooperative learning groups, can assist in assignment completion and enhance collaboration within the classroom.
- **Hands-on learning** offers students opportunities to gain understanding of material by completing experiments and hands-on activities that reinforce content.
- **Explicit instruction** utilizes clear and direct teaching using small steps, guided and independent practice, and explicit feedback.
- **Visual strategies** (e.g., picture/written schedules, story maps, task analyses, etc.) represent content in a concrete manner to increase focus, communication, and expression (Rao and Gagie 2006).

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# Alignment Chart for Colonial Towns and Townspeople

The following chart contains core content objectives addressed in this domain. It also demonstrates alignment between the Common Core State Standards and corresponding Core Knowledge Language Arts (CKLA) goals.

## Alignment Chart for Colonial Towns and Townspeople

### Lesson

	1	2	3	4	5	6	7	8	9	10
<b>Core Content Objectives</b>										
Identify the key characteristics and differences between “towns” and “the country” or “countryside” during the colonial period of American history	✓									
Explain that long ago, during the colonial period, families who lived on farms in the country were largely self-sufficient, and all family members had many daily responsibilities and chores	✓									
List similarities and differences between present-day family life and colonial family life	✓									
Identify reasons why people who lived in the country traveled to town	✓	✓							✓	
Describe some features of colonial towns, such as the town square and tradespeople’s shops		✓								
Name the different kinds of tradespeople found in a colonial town		✓								✓
Explain why colonial families would buy or barter for items made by tradespeople, instead of making the items themselves		✓	✓	✓	✓					
Describe the jobs of different tradespeople in a colonial town			✓	✓	✓	✓	✓	✓	✓	✓
Identify the tools used by colonial tradespeople			✓	✓	✓	✓	✓	✓	✓	
Identify corn and wheat as the crops needed to make flour			✓							
Identify cotton and wool as the original plant and animal products needed for making cloth				✓						
Demonstrate familiarity with nursery rhymes related to colonial towns				✓						
Explain that ready-made clothing was not available for sale in colonial shops; clothing was made to fit each customer exactly					✓					
Explain the essential role of the blacksmith in making tools for other tradespeople								✓		

**Alignment Chart for  
Colonial Towns and Townspeople**

**Lesson**

	1	2	3	4	5	6	7	8	9	10
Explain the necessity of heating objects before the blacksmith can shape them								✓	✓	

**Reading Standards for Literature: Kindergarten**

**Key Ideas and Details**

<b>STD RL.K.2</b>	With prompting and support, retell familiar stories, including key details.									
<b>CKLA Goal(s)</b>	With prompting and support, retell or dramatize fiction read-alouds, including key details					✓			✓	✓
<b>STD RL.K.3</b>	With prompting and support, identify characters, settings, and major events in a story.									
<b>CKLA Goal(s)</b>	With prompting and support, use narrative language to describe characters, setting, things, events, actions, a scene, or facts from a fiction read-aloud					✓			✓	✓
<b>STD RL.K.5</b>	Recognize common types of texts (e.g., storybooks, poems).									
<b>CKLA Goal(s)</b>	Listen to, understand, and recognize a variety of texts, including fictional stories, fairy tales, fables, nursery rhymes, and poems		✓	✓		✓			✓	✓
<b>STD RL.K.6</b>	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.									
<b>CKLA Goal(s)</b>	With prompting and support, describe the role of an author and illustrator in a fiction text					✓				✓

**Reading Standards for Informational Text: Kindergarten**

**Key Ideas and Details**

<b>STD RI.K.1</b>	With prompting and support, ask and answer questions about key details in a text.									
<b>CKLA Goal(s)</b>	With prompting and support, ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> ) requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud					✓				
	Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering <i>why</i> questions that require recognizing cause/effect relationships					✓				

**Alignment Chart for  
Colonial Towns and Townspeople**

**Lesson**

		1	2	3	4	5	6	7	8	9	10
<b>STD RI.K.2</b>	With prompting and support, identify the main topic and retell key details of a text.										
<b>CKLA Goal(s)</b>	With prompting and support, identify the main topic and retell key details of a nonfiction/informational read-aloud			✓	✓	✓		✓	✓		
<b>STD RI.K.3</b>	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.										
<b>CKLA Goal(s)</b>	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a nonfiction/informational read-aloud	✓	✓		✓	✓		✓	✓		
<b>Craft and Structure</b>											
<b>STD RI.K.4</b>	With prompting and support, ask and answer questions about unknown words in a text.										
<b>CKLA Goal(s)</b>	With prompting and support, ask and answer questions about unknown words in nonfiction/informational read-alouds and discussions										✓
<b>STD RI.K.6</b>	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.										
<b>CKLA Goal(s)</b>	With prompting and support, describe the role of an author and illustrator in a nonfiction/informational text		✓		✓						
<b>Integration of Knowledge and Ideas</b>											
<b>STD RI.K.7</b>	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).										
<b>CKLA Goal(s)</b>	With prompting and support, describe illustrations from a nonfiction/informational read-aloud, using the illustrations to check and support comprehension of the read-aloud										✓
<b>STD RI.K.8</b>	With prompting and support, identify the reasons an author gives to support points in a text.										
<b>CKLA Goal(s)</b>	With prompting and support, identify the reasons or facts an author gives to support points in a nonfiction/informational read-aloud	✓	✓							✓	
<b>STD RI.K.9</b>	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).										
<b>CKLA Goal(s)</b>	With prompting and support, compare and contrast similarities and differences within a single nonfiction/informational read-aloud or between two or more nonfiction/informational read-alouds	✓	✓	✓					✓		

**Alignment Chart for  
Colonial Towns and Townspeople**

**Lesson**

		1	2	3	4	5	6	7	8	9	10
<b>Range of Reading and Level of Text Complexity</b>											
<b>STD RI.K.10</b>	Actively engage in group reading activities with purpose and understanding.										
<b>CKLA Goal(s)</b>	Actively engage in nonfiction/informational read-alouds						✓				
<b>Writing Standards: Kindergarten</b>											
<b>Text Types and Purposes</b>											
<b>STD W.K.3</b>	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.										
<b>CKLA Goal(s)</b>	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened			✓			✓			✓	✓
<b>Research to Build and Present Knowledge</b>											
<b>STD W.K.8</b>	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.										
<b>CKLA Goal(s)</b>	With assistance, categorize and organize facts and information within a given domain to answer questions	✓	✓	✓			✓	✓		✓	✓
<b>Speaking and Listening Standards: Kindergarten</b>											
<b>Comprehension and Collaboration</b>											
<b>STD SL.K.1</b>	Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and large groups.										
<b>STD SL.K.1a</b>	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).										
<b>CKLA Goal(s)</b>	Use agreed-upon rules for group discussions (e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.)						✓				
<b>STD SL.K.1b</b>	Continue a conversation through multiple exchanges.										
<b>CKLA Goal(s)</b>	Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age						✓				

**Alignment Chart for  
Colonial Towns and Townspeople**

**Lesson**

		1	2	3	4	5	6	7	8	9	10
<b>STD SL.K.2</b>	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.										
<b>CKLA Goal(s)</b>	Ask and answer questions to clarify information in a fiction or nonfiction/informational read-aloud						<input checked="" type="checkbox"/>				
<b>Presentation of Knowledge and Ideas</b>											
<b>STD SL.K.4</b>	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.										
<b>CKLA Goal(s)</b>	Describe familiar people, places, things, and events; with prompting and support, provide additional detail	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	
<b>Language Standards: Kindergarten</b>											
<b>Conventions of Standard English</b>											
<b>STD L.K.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.										
<b>STD L.K.1b</b>	Use frequently occurring nouns and verbs.										
<b>CKLA Goal(s)L</b>	Use frequently occurring nouns and verbs in oral language	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>							
<b>STD L.K.1d</b>	Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i> ).										
<b>CKLA Goal(s)</b>	Ask questions beginning with <i>who, what, where, when, why, or how</i>							<input checked="" type="checkbox"/>			
<b>STD L.K.1f</b>	Produce and expand complete sentences in shared language										
<b>CKLA Goal(s)</b>	Answer questions orally in complete sentences						<input checked="" type="checkbox"/>				
<b>CKLA Goal(s)</b>	Produce and expand complete sentences in shared language					<input checked="" type="checkbox"/>					
<b>Vocabulary Acquisition and Use</b>											
<b>STD L.K.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content.										
<b>STD L.K.4a</b>	Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i> ).										
<b>CKLA Goal(s)</b>	Identify new meanings for familiar words, and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i> )	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		

**Alignment Chart for  
Colonial Towns and Townspeople**

**Lesson**

		1	2	3	4	5	6	7	8	9	10
<b>STD L.K.5</b>	With guidance and support from adults, explore word relationships and nuances in word meanings.										
<b>STD L.K.5a</b>	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.										
<b>CKLA Goal(s)</b>	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent			✓					✓		
<b>STD L.K.5b</b>	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).										
<b>CKLA Goal(s)</b>	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms)		✓							✓	
<b>STD L.K.5c</b>	Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i> ).										
<b>CKLA Goal(s)</b>	Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i> )	✓									
<b>STD L.K.5d</b>	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.										
<b>CKLA Goal(s)</b>	Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i> ) by acting out the meanings	✓									
<b>STD L.K.6</b>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.										
<b>CKLA Goal(s)</b>	Use words and phrases acquired through conversations, being read to, and responding to texts	✓									
	Learn the meaning of common sayings and phrases								✓		

✓ These goals are addressed in all lessons in this domain. Rather than repeat these goals as lesson objectives throughout the domain, they are designated here as frequently occurring goals.





# Colonial Towns and Townspeople

## Supplemental Guide Introduction

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This introduction includes the necessary background information to be used in teaching the *Colonial Towns and Townspeople* domain. *The Supplemental Guide for Colonial Towns and Townspeople* contains ten daily lessons, each of which is composed of two distinct parts, so that the lesson may be divided into smaller chunks of time and presented at different intervals during the day. Each entire lesson will require a total of fifty minutes.

### ***Lesson Structure***

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#### **Odd-Numbered Lessons**

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Odd-numbered lessons contain two parts (50 minutes total), which are to be covered at different intervals during the day.

Part A (35 minutes) includes the following sections:

- Introducing the Read-Aloud
- Presenting the Read-Aloud
- Discussing the Read-Aloud

If necessary, Part A can be divided into two sessions with fifteen minutes for Introducing the Read-Aloud up to Purpose for Listening and twenty minutes for Purpose for Listening, Presenting the Read-Aloud, and Discussing the Read-Aloud.

Later in the day, Part B (15 minutes) should be covered and includes the activities unique to the *Supplemental Guide*, with the exception of Lesson 9, which contains extension activities common to the Listening & Learning anthologies:

- Multiple Meaning Word Activity
- Syntactic Awareness Activity
- Vocabulary Instructional Activity

Each activity may take up to five minutes to complete. The Multiple Meaning Word Activity helps students determine and clarify the different meanings of words. The Syntactic Awareness Activity calls students' attention to sentence structure, word order, and grammar. The Vocabulary Instructional Activity focuses on building students' general academic, or Tier 2, vocabulary. Part B concludes with an interim assessment opportunity called an End-of-Lesson Check-In; this is a dual opportunity for the teacher to focus on a select group of students to directly assess the students' language and content knowledge in a low-stress environment. Moreover, the teacher can gauge which students may be in need of additional language or content support.

### Even-Numbered Lessons

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Even-numbered lessons also contain two parts (50 minutes total), which are to be covered at different intervals during the day.

Part A (35 minutes) includes:

- Introducing the Read-Aloud
- Presenting the Read-Aloud
- Discussing the Read-Aloud

If necessary, Part A can be divided into two sessions with fifteen minutes for Introducing the Read-Aloud up to Purpose for Listening, and twenty minutes for Purpose for Listening, Presenting the Read-Aloud, and Discussing the Read-Aloud.

Later in the day, Part B (15 minutes) should be covered and includes extension activities related to the lesson.

This domain includes a Pausing Point following Lesson 6. At the end of the domain, a Domain Review, a Domain Assessment, and Culminating Activities are included to allow time to review, reinforce, assess, and remediate content knowledge. **You should spend no more than fourteen days total on this domain.**

Week One: Anthology				
Day 1 #	Day 2	Day 3 # ⑩	Day 4	Day 5#
Lesson 1A: “The Country Family” (35 min.)	Lesson 2A: “A Trip to Town” (35 min.)	Lesson 3A: “The Bread Makers: Millers and Bakers” (35 min.)	Lesson 4A: “The Cloth Makers: Spinners and Weavers” (35 min.)	Lesson 5A: “Dressmakers, Tailors, Hatters, and Cobblers” (35 min.)
Lesson 1B: Extensions (15 min.)	Lesson 2B: Extensions (15 min.)	Lesson 3B: Extensions (15 min.)	Lesson 4B: Extensions (15 min.)	Lesson 5B: Extensions (15 min.)
50 min.	50 min.	50 min.	50 min.	50 min.

Week One: Supplemental Guide				
Day 1 # ⑩	Day 2 #	Day 3 # ⑩	Day 4 #	Day 5 # ⑩
Lesson 1A: “The Country Family” (35 min.)	Lesson 2A: “A Trip to Town” (35 min.)	Lesson 3A: “The Bread Makers: Millers and Bakers” (35 min.)	Lesson 4A: “The Cloth Makers: Spinners and Weavers” (35 min.)	Lesson 5A: “Dressmakers, Tailors, Hatters, and Cobblers” (35 min.)
Lesson 1B: SG Activities (15 min.)	Lesson 2B: Extensions (15 min.)	Lesson 3B: SG Activities (15 min.)	Lesson 4B: Extensions (15 min.)	Lesson 5B: SG Activities (15 min.)
50 min.	50 min.	50 min.	50 min.	50 min.

Week Two: Anthology				
Day 6	Day 7 # ⑩	Day 8 #	Day 9 #	Day 10
Lesson 6A: “The Elves and the Shoemaker” (35 min.)	Pausing Point	Lesson 7A: “The House Builders: Bricklayers, Masons, and Carpenters” (35 min.)	Lesson 8A: “The Blacksmith” (35 min.)	Lesson 9A: “The Little Gray Pony” (35 min.)
Lesson 6B: Extensions (15 min.)		Lesson 7B: Extensions (15 min.)	Lesson 8B: Extensions (15 min.)	Lesson 9B: Extensions (15 min.)
50 min.	50 min.	50 min.	50 min.	50 min.

Week Two: Supplemental Guide				
Day 6 #	Day 7 # ⑩	Day 8 # ⑩	Day 9 #	Day 10 # ⑩
Lesson 6A: “The Elves and the Shoemaker” (35 min.)	Pausing Point	Lesson 7A: “The House Builders: Bricklayers, Masons, and Carpenters” (35 min.)	Lesson 8A: “The Blacksmith” (35 min.)	Lesson 9A: “The Little Gray Pony” (35 min.)
Lesson 6B: Extensions (15 min.)		Lesson 7B: SG Activities (15 min.)	Lesson 8B: Extensions (15 min.)	Lesson 9B: Extensions (15 min.)
50 min.	50 min.	50 min.	50 min.	50 min.

Week Three			
Day 11 # ⑩	Day 12	Day 13 ⑩	Day 14 #
Lesson 10A: “Stone Soup” (35 min.)	Domain Review	Domain Assessment	Culminating Activities
Lesson 10B: Extensions (15 min.)			
50 min.	50 min.	50 min.	50 min.

⑩ Lessons include Student Performance Task Assessments.

# Lessons require advance preparation and/or additional materials; please plan ahead.

## Lesson Implementation

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It is important to note that the interactive activities in the *Supplemental Guide* count on the teacher as the “ideal reader” to lead discussions, model proper language use, and facilitate interactions among student partners.

It is highly recommended that teachers preview the read-aloud, Flip Book images, and comprehension questions to determine when to pause during the read-aloud and ask guiding questions. To check for understanding—especially before a difficult point is to be presented—you might say, “While we are reading this part of the read-aloud, I want you to think about . . .,” or you could ask supplementary questions, such as Who/What/When/Where/Why literal questions.

### Student Grouping

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Teachers are encouraged to assign partner pairs prior to beginning a domain, and partners should remain together for the duration of the domain. If possible, English Language Learners should be paired with native English speakers, and students who have limited English oral language skills should be paired with students who have strong English language skills. Keep in mind that in some instances beginning English Language Learners would benefit from being in a group of three. Also, pairing an older student or an adult volunteer with a student who has a disability may prove to be an advantage for that student. Partnering in this way promotes a social environment where all students engage in collaborative talk and learn from one another.

In addition, there are various opportunities where students of the same home-language work together, fostering their first-language use and existing knowledge to construct deeper meanings about new information.

### Graphic Organizers and Domain-Wide Activities

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Several different organizers and activity suggestions are included to aid students in their learning of the content in the *Colonial Towns and Townspeople* domain.

- Chores Chart (Instructional Master 1A-1)—Use this chart to help students understand the jobs and responsibilities of children during colonial times, and to learn how families that lived in the country were primarily self-sufficient. Also use this chart to have students compare

and contrast their jobs and responsibilities at home and at school with those of children from colonial times.

- Then and Now Venn Diagram (Instructional Master 1B-1)—This Venn diagram can be used throughout this domain to compare and contrast colonial times with the present day.
- Town Map (Instructional Master 2A-1)—Each student will make their own Town Map to help them visualize and remember the different tradespeople in a colonial town. Students can use the cut-outs provided on Instructional Master 2A-2 to cut and paste symbols that represent different tradespeople. Teachers can use large store “signs” on Instructional Master 2A-3 for the class’s large Town Map.
- Clothing Makers Chart (Instructional Master 5A-1) and House Builders and Blacksmith Chart (Instructional Master 8A-1)—Use these charts to keep track of information about the various tradespeople presented in this domain.
- Materials and Tools Chart (Instructional Master 8B-1)—Use this chart to help students visualize and understand the difference between materials tradespeople work with and tools tradespeople use.
- Retelling a Story—Use the provided activity pages for interactive retelling of the stories “The Elves and the Shoemaker” (Instructional Master 6B-1), “The Little Gray Pony” (Instructional Master 9B-1), and “Stone Soup” (Instructional Master 10B-1).
- Art and Drama Connections—You may wish to coordinate with the school’s art teacher to create an art project related to this domain, e.g., creating a storybook cover for one of the stories. In addition, you may wish to coordinate with the school’s drama teacher to help your students perform one of the stories in this domain.

## ***Anchor Focus in Colonial Towns and Townspeople***

This chart highlights several Common Core State Standards as well as relevant academic language associated with the activities in this domain.

Anchor Focus	CCSS	Description of Focus and Relevant Academic Language
Writing	W.K.3	Sequencing a Story— Students will narrate the events in the read-aloud in the order in which they occurred.
		<i>retell, characters, settings, plot, problem, solution</i>
Language	L.K.1b	Use frequently occurring nouns and verbs
	L.K.1d	Understand and use question words <i>who</i> and <i>where</i>
	L.K.1f	Produce sentences in shared language activities using question words

## **Domain Components**

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Along with this *Supplemental Guide*, you will need:

- *Tell It Again! Media Disk* or *Tell It Again! Flip Book* for *Colonial Towns and Townspeople*
- *Tell It Again! Image Cards* for *Colonial Towns and Townspeople*
- *Tell It Again! Multiple Meaning Word Posters* for *Colonial Towns and Townspeople*

Recommended Resource:

- *Core Knowledge Kindergarten Teacher Handbook*, edited by E.D. Hirsch, Jr. and Souzanne A. Wright (Core Knowledge Foundation, 2004) ISBN: 978-1890517694

## **Why Colonial Towns and Townspeople Are Important**

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This domain will continue the students' journey as they learn more about the early history of our country. Students already know from the read-alouds in the *Columbus and the Pilgrims* domain that the Pilgrims came to America from England seeking religious freedom. The setting for *Colonial Towns and Townspeople* is more than 150 years later, after the colonies had been firmly established. These read-alouds will acquaint students with what daily life was like for the people who lived during these times, and how very different it was from students' own present-day experiences. This background knowledge will help set the stage for an in-depth understanding in later grades of specific historical events that also took place during colonial times. During these years, America evolved from a small group of dependent, British colonies to a growing, independent nation.

# ***Core Vocabulary for Colonial Towns and Townspeople***

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The following list contains all of the core vocabulary words in *Colonial Towns and Townspeople* in the forms in which they appear in the domain. These words may appear in the read-alouds or, in some instances, in the “Introducing the Read-Aloud” section at the beginning of the lesson. All instances where core vocabulary is used are boldfaced in the read-alouds to make apparent the context in which core vocabulary appears and to provide a quick way for teachers to identify these words. The inclusion of the words on this list does not mean that students are immediately expected to be able to use all of these words on their own. However, through repeated exposure throughout all lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

## **Lesson 1**

apprentice  
churn  
country  
trade  
tradesperson  
weave

## **Lesson 2**

bartered  
blacksmith  
cobbler  
everyday  
rare  
tailor

## **Lesson 3**

customers  
grindstones  
kneaded  
miller  
yeast

## **Lesson 4**

garments  
loom  
spinners  
weavers

## **Lesson 5**

breeches  
fabric  
fastened  
measure  
patterns

## **Lesson 6**

attractive  
elves  
poor  
rich  
thrilled

## **Lesson 7**

chisel  
mason  
mortar  
patiently  
trowel

## **Lesson 8**

essential  
forge  
horseshoes  
metal

## **Lesson 9**

coal  
downcast  
haste  
merry  
miner

## **Lesson 10**

grocer  
peered  
spirits  
sympathy

In addition to this core vocabulary list, every lesson includes its own tiered Vocabulary Chart categorized according to the model for conceptualizing words presented by Beck, McKeown, and Kucan (2008). Words in this chart either appear several times in the read-aloud or are words and phrases that support broader language growth, which is crucial to the English language development of young students. Most words on the chart are part of the *General Service List of English Words* (West 1953) or part of the Dale-Chall (1995) list of 3000 familiar words known by fourth grade. Moreover, a conscious effort has been made to include words from the *Primary Priority Words* according to Biemiller’s (2010) *Words Worth Teaching*. The words on the Vocabulary Chart are not meant to be exhaustive, and teachers are encouraged to add additional words they feel would best serve their group of students.

Vocabulary Chart for The Country Family			
Core Vocabulary words are in <b>bold</b> . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
<b>Understanding</b>	<b>apprentice</b> buttermilk cellar curds hearth sewing smokehouse <b>tradesperson</b> <b>weave</b>	<i>chores</i> cloth/fabric fetch responsible	children cook family far fireplace live make need then/now* town
<b>Multiple Meaning</b>	<b>churn</b> cream mold	<b>country</b> <b>trade</b>	farm
<b>Phrases</b>	<i>colonial times</i> town square		
<b>Cognates</b>	<b>aprendiz</b> <i>colonial</i>	responsible <b>trato</b>	cocinar familia

### References

1. Beck, Isabel L., Margaret G. McKeown, and Linda Kucan. *Creating robust vocabulary: Frequently asked questions and extended examples*. New York, NY: Guilford, 2008.



2. Biemiller, Andrew. *Words Worth Teaching*. Columbus: SRA/McGraw-Hill, 2010.
3. Dale, Edgar, and Jeanne Chall. *Readability Revisited: The New Dale-Chall Readability Formula*, 1995.
4. West, Michael. *A General Service List of English Words*. London: Longman, Green and Co., 1953.

## ***Comprehension Questions***

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In the *Supplemental Guide for Colonial Towns and Townspeople*, there are three types of comprehension questions. *Literal* questions assess students' recall of key details from the read-aloud; these questions are text dependent, requiring students to paraphrase and/or refer back to the portion of the read-aloud in which the specific answer to the question is provided. These questions generally address Reading Standards for Literature 1 (RL.K.1) and Reading Standards for Informational Text 1 (RI.K.1).

*Inferential* questions ask students to infer information from the text and to think critically; these questions are also text dependent, but require students to paraphrase and/or refer back to the different portions of the read-aloud that provide information leading to and supporting the inference they are making. These questions generally address Reading Standards for Literature 2–4 (RL.K.2–RL.K.4) and Reading Standards for Informational Text 2–4 (RI.K.2–RI.K.4).


*Evaluative* questions ask students to build upon what they have learned from the text using analytical and application skills; these questions are also text dependent, but require students to paraphrase and/or refer back to the portion(s) of the read-aloud that substantiate the argument they are making or the opinion they are offering. *Evaluative* questions might ask students to describe how reasons or facts support specific points in a read-aloud, which addresses Reading Standards for Informational Text 8 (RI.K.8). *Evaluative* questions might also ask students to compare and contrast information presented within a read-aloud or between two or more read-alouds, addressing Reading Standards for Literature 9 (RL.K.9) and Reading Standards for Informational Text 9 (RI.K.9).

The *Supplemental Guides* include complex texts, thus preparing students in these early years for the increased vocabulary and syntax demands

that aligned texts will present in later grades. As all of the readings incorporate a variety of illustrations, Reading Standards for Literature 7 (RL.K.7) and Reading Standards for Informational Text 7 (RI.K.7) are addressed as well.


## ***Student Performance Task Assessments***

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In the *Supplemental Guide for Colonial Towns and Townspeople*, there are numerous opportunities to assess students' learning, ranging from informal observation, such as the End-of-Lesson Check-In and some Extension activities, to more formal written assessments. These Student Performance Task Assessments (SPTA) are identified with this icon: . There is also an end-of-domain summative assessment. Use the Tens Conversion Chart located in the Appendix to convert a raw score on each SPTA into a Tens score. On the same page, you will also find the rubric for recording observational Tens scores.


## ***Above and Beyond***

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In the *Supplemental Guide for Colonial Towns and Townspeople*, there are numerous opportunities in the lessons and in the Pausing Point to challenge students who are ready to attempt activities that are above grade-level. These activities are labeled “Above and Beyond” and are identified with this icon: .

## ***Supplemental Guide***

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The *Supplemental Guide* activities that may be particularly relevant to any classroom are the Multiple Meaning Word Activities and accompanying Multiple Meaning Word Posters; Syntactic Awareness Activities; and Vocabulary Instructional Activities. Several multiple-meaning words in the read-alouds are underlined. These activities afford all students additional opportunities to acquire a richer understanding of the English language. *Supplemental Guide* activities are identified with this icon: .

## ***Recommended Resources for Colonial Towns and Townspeople***

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### **Trade Book List**

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The *Supplemental Guide* includes a number of opportunities in Extensions, the Pausing Point, and the Culminating Activities for teachers to select trade books from the list below reinforce domain concepts through the use of authentic literature. In addition, teachers should consider other times throughout the day when they might infuse authentic domain-related literature.

If you recommend that families read aloud with their child each night, you may wish to suggest that they choose titles from this trade book list to reinforce the domain concepts. You might also consider creating a classroom lending library, allowing students to borrow domain-related books to read at home with their families.

#### ***Fiction***

1. *Charlie Needs a Cloak*, by Tomie dePaola (Aladdin, 1982) ISBN 978-0671664671
2. *The Elves and the Shoemaker*, by Jim LaMarche (Chronicle Books, 2003) ISBN 978-0811834773
3. *The Emperor's New Clothes: A Tale Set in China*, by Demi (Margaret K. McElderry Books, 2000) ISBN 978-0689830686
4. *A Horse's Tale: A Colonial Williamsburg Adventure*, by Susan Lubner and illustrated by Margie Moore (Abrams Books for Young Readers, 2008) ISBN 978-0810994904
5. *Ox-Cart Man*, by Donald Hall and illustrated by Barbara Cooney (Puffin, 1983) ISBN 978-0140504415
6. *Stone Soup*, by Marcia Brown (Aladdin, 2005) ISBN 978-0689878367
7. *Town Mouse, Country Mouse*, by Jan Brett (Putnam Juvenile, 2003) ISBN 978-0698119864

#### ***Nonfiction***

8. *Clothes in Colonial America*, by Mark Thomas (Children's Press, 2002) ISBN 978-0516234908

9. *Colonial Days: Discover the Past with Fun Projects, Games, Activities, and Recipes (American Kids in History Series)*, by David C. King (Jossey Bass, 1998) ISBN 978-0471161684
10. *Colonial Families*, by Verna Fisher (Nomad Press, 2011) ISBN 978-1936313563
11. *Colonial Farms*, by Verna Fisher (Nomad Press, 2011) ISBN 978-1936313587
12. *Colonial Homes*, by Verna Fisher (Nomad Press, 2011) ISBN 978-1934670989
13. *Colonial Jobs*, by Verna Fisher (Nomad Press, 2011) ISBN 978-1936313198
14. *Colonial Kids: An Activity Guide to Life in the New World*, by Laurie Carlson (Paw Prints, 2008) ISBN 978-1435260931
15. *Colonial Life*, by Bobbie Kalman (Crabtree Publishing, 1992) ISBN 978-0865055117
16. *Colonial Life (A True Book)*, by Brendan January (Children's Press, 2001) ISBN 978-0516271941
17. *Colonial Times from A to Z*, by Bobbie Kalman (Crabtree Publishing, 1997) ISBN 978-0865054073
18. *Colonial Towns*, by Verna Fisher (Nomad Press, 2011) ISBN 978-1936313600
19. *Explore Colonial America!: 25 Great Projects, Activities, Experiments (Explore Your World series)*, by Verna Fisher and illustrated by Bryan Stone (Nomad Press, 2009) ISBN 978-1934670378
20. *Food in Colonial America*, by Mark Thomas (Children's Press, 2002) ISBN 978-0516234915
21. *Fun and Games in Colonial America*, by Mark Thomas (Children's Press, 2002) ISBN 978-0516234922
22. *The Home (Colonial American Crafts)*, by Judith Hoffman Corwin (Scholastic Library Publishing, 1989) ISBN 978-0531107133

23. *Homes in Colonial America*, by Mark Thomas (Children’s Press, 2002) ISBN 978-0516234939
24. *If You Lived in Colonial Times*, by Ann McGovern and illustrated by June Otani (Scholastic, 1992) ISBN 978-0590451604
25. *If You Lived in Williamsburg in Colonial Days*, by Barbara Brenner and illustrated by Jennie Williams (Scholastic, 2000) ISBN 978-0590929226
26. *Life in a Colonial Town (Picture the Past)*, by Sally Senzell Isaacs (Heinemann Library, 2001) ISBN 978-1588102973
27. *The New Americans: Colonial Times: 1620–1689 (American Story)*, by Betsy Maestro and illustrated by Giulio Maestro (HarperCollins, 2004) ISBN 978-0060575724
28. *Work in Colonial America*, by Mark Thomas (Children’s Press, 2002) ISBN 978-0516234953

## **Websites and Other Resources**

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### ***Student Resources***

1. **Williamsburg for Kids**  
<http://www.history.org/kids>
2. **Water Mill Museum**  
<http://watermillmuseum.org>

### ***Teacher Resources***

3. **Tradespeople**  
<http://www.pocanticohills.org/tradesmen/trades.htm>
4. **Colonial Photos**  
<http://www.mohicanpress.com/mo08020.html>



# The Country Family

# 1

## ✓ **Lesson Objectives**

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### **Core Content Objectives**

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Students will:

- ✓ Identify the key characteristics and differences between “towns” and the “country” or “countryside” during the colonial period of American history
- ✓ Explain that long ago, during the colonial period, families who lived on farms in the country were largely self-sufficient, and all family members had many daily responsibilities and chores
- ✓ List similarities and differences between present-day family life and colonial life
- ✓ Identify reasons why people who lived in the country traveled to town

### **Language Arts Objectives**

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The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards that are addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, use the information from the read-aloud to describe the connection between living in the country and being largely self-sufficient (RI.K.3)
- ✓ With prompting and support, identify the reasons or facts given in the read-aloud to show that farm families grow their own food and make their own clothes (RI.K.8)
- ✓ With prompting and support, compare and contrast colonial life and life today, on a Venn diagram (RI.K.9)
- ✓ With assistance, categorize and organize facts and information comparing colonial life to life today on a Venn diagram (W.K.8)

- ✓ With assistance, list chores children had during colonial times and chores children have today on a two-column chart (W.K.8)
- ✓ Describe familiar routines, such as doing daily chores, with prompting and support, provide additional detail (SL.K.4)
- ✓ Use frequently occurring nouns and verbs in an oral, shared-language activity (L.K.1b)
- ✓ Identify new meanings for the word *country*, and apply them accurately (L.K.4a)
- ✓ Identify real-life connections between words—*colonial times*, *chores*, *country*, and *then/now*—and their use (L.K.5c)
- ✓ Distinguish shades of meaning among verbs used in the read-aloud by acting out the meanings during a shared-language activity (L.K.5d)

## Core Vocabulary

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**apprentice, n.** Someone who works with a tradesperson to learn his or her job  
*Example:* The boy chose to be the baker’s apprentice so he could learn how to be a baker when he grew up.  
*Variation(s):* apprentices

**churn, n.** A wooden container with a handle designed to stir milk into butter  
*Example:* The girl used the churn in the kitchen to make butter out of the milk from the family’s cow.  
*Variation(s):* churns

**country, n.** An area of land with few buildings, where homes are distant from one another, and most of the land is made up of farms with animals  
*Example:* The farmer and his family lived in the country.  
*Variation(s):* none

**trade, n.** A job that uses special skills, knowledge, and tools  
*Example:* Dylan asked his father if he could be an apprentice to the blacksmith and learn the trade of blacksmithing.  
*Variation(s):* trades

**tradesperson, n.** A person who works in a job that requires special skills, knowledge, and tools  
*Example:* My aunt is a tradesperson; she is a carpenter who builds houses out of wood.  
*Variation(s):* tradespeople

**weave, v.** To combine strands of thread or yarn in an alternating pattern in order to make cloth  
*Example:* The mother taught her daughter how to weave yarn into cloth that could be used to make a skirt.  
*Variation(s):* weaves, wove, weaving

<b>Vocabulary Chart for The Country Family</b>			
Core Vocabulary words are in <b>bold</b> . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
<b>Type of Words</b>	<b>Tier 3</b> Domain-Specific Words	<b>Tier 2</b> General Academic Words	<b>Tier 1</b> Everyday-Speech Words
<b>Understanding</b>	<b>apprentice</b> buttermilk cellar curds hearth sewing smokehouse <b>tradesperson</b> <b>weave</b>	<i>chores</i> cloth/fabric fetch responsible	children cook family far fireplace live make need then/now* town
<b>Multiple Meaning</b>	<b>churn</b> cream mold	<b>country</b> <b>trade</b>	farm
<b>Phrases</b>	<i>colonial times</i> town square		
<b>Cognates</b>	<b>aprendiz</b> <i>colonial</i>	responsible <b>trato</b>	cocinar familia

## ***Image Sequence***

This is the order in which Flip Book images will be shown for this read-aloud. Please note that it is the same sequence used in the *Tell It Again! Read-Aloud Anthology*.


1. 1A-1: Farm family
2. 1A-2: Household chores
3. 1A-3: Old-fashioned country kitchen with hearth
4. 1A-4: Rolling dough
5. 1A-5: Cheese made from curds
6. 1A-6: Using a butter churn
7. 1A-7: Old smokehouse
8. 1A-8: Needlework at home
9. 1A-9: Vintage cornhusk dolls





# The Country Family

1A

<i>At a Glance</i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>Domain Introduction</b>	Materials for making a Timeline: index cards; markers; yarn; tape	15
	<b>Introducing the Country Family</b>	Materials for making Chores Chart: chart paper; markers; sticky notes or small papers; tape	
	<b>Vocabulary Preview: Colonial times, Chores</b>	Timeline; Chores Chart	
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>The Country Family</b>	Image Cards 3, 4, 6, 8, 11, 14; Timeline; Chores Chart; samples: cottage cheese, beef jerky, canned foods; realia: candles, sewing needle, cotton thread, wool yarn, pieces of cotton and wool fabric; picture of a well	10
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>		10
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Multiple Meaning Word Activity: Country</b>	Poster 1M (Country)	15
	<b>Syntactic Awareness Activity: Which is the Better Word?</b>		
	<b>Vocabulary Instructional Activity: Then, Now</b>	Instructional Master 1B-1 (Then and Now Venn Diagram); Materials for making a Venn Diagram: chart paper; tape	
	<b>End-of-Lesson Check-In</b>	Instructional Master 1B-1 (Then and Now Venn Diagram); drawing and writing tools	
<b><i>Take-Home Material</i></b>	<b>Family Letter</b>	Instructional Masters 1B-2–1B-4	

### Advance Preparation

For the Domain Introduction, use the Timeline from the *Columbus and the Pilgrims* domain. If your class does not have a Timeline, set one up by using a ten-foot long string of colored yarn. Mark it off at one-foot increments. Make labels for 1400, 1500, 1600, 1700, 1800, 1900, 2000, and the current year on index cards. Label the beginning of the Timeline “1400” and place dated index cards one foot from each other; place the card of the current year a little to the right of 2000. Refer to this Timeline whenever dates are mentioned in this domain. This will help students visualize the fact that colonial times took place long ago.

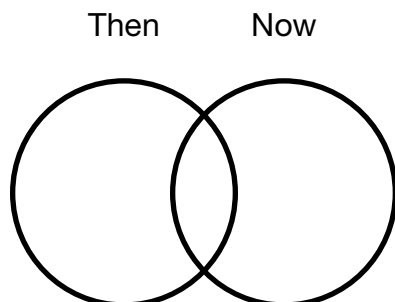
Prepare a Chores Chart, using the example of a completed Chores Chart on Instructional Master 1A-1 as a guide. The class will fill in this chart as they hear about the different chores children had during the colonial times.

Chores Chart	
Long Ago	Today

For Presenting the Read-Aloud, bring in samples of cottage cheese, beef jerky, and canned foods (e.g., beans) for students to taste. **Note:** Be sure to check with your school’s policy regarding food distribution and allergies.

Bring in realia of items mentioned in the read-aloud: candles, a sewing needle, cotton thread, wool yarn, and pieces of cotton and wool fabric. Also, find a picture of a well to show students where some colonial farm families got their water.

For the Vocabulary Instructional Activity, prepare a large Then and Now Venn Diagram, using Instructional Master 1B-1 as a guide. Use this diagram to compare and contrast life during the colonial times and life today. Be sure to make this Venn diagram large enough to add five Image Cards in the intersecting section.



For the End-of-Lesson Check-In, make a copy of Instructional Master 1B-1 for each student. Students will compare and contrast the chores from the colonial times and chores that they have today.

**Note to Teacher**

This domain includes many concepts, people, and information from the past. To help students understand what life might have been like during colonial times (three hundred years ago) you may wish to show short video clips to introduce the colonial time period.

Select one or more of the websites listed below or in the Websites and Other Resources section of the Introduction. Preview all games, videos, and information before presenting them to the class. Consider watching selected scenes and short clips from the longer videos to help students conceptualize life during the colonial period.

Recommended website:

<http://www.history.org/kids>

Click on one of the four characters in “Choose a Different Scene.”

Additional resources:

<http://havefunwithhistory.com/movies/puritanFamily.html>

The video presents a Puritan family living in Massachusetts. The first minute and a half of the video contains an introduction to children’s chores and how they fit into the daily routines of an early American family. Minutes 7:22 to 9:40 of the video present an overview of candle making, carding and spinning wool, preparing animal pelts, and salting fish.

<http://video.nhptv.org/video/1633524854/>

This video tells the story of Brian, a young man growing up on a country farm in New Hampshire. The video touches on several topics addressed in the domain including country life, chores, bartering, colonial towns, tradespeople, and the apprenticeship process.

There is a reference to the story “The Little Red Hen” in this lesson and in Lesson 3. Students have heard this story in the *Farms* domain. You may wish to retell this story if you feel that a retelling would benefit your class.

## Domain Introduction

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- Tell students that over the next several days they are going to listen to read-alouds about what life was like in America hundreds of years ago.

## Timeline

**Note:** Use a combination of drawings or pictures and dates to make the Timeline more comprehensible to students.

- Identify the time period your students will be hearing about by plotting it on a Timeline, along with other key time periods in American history that your students have already studied—*Native Americans* and *Columbus and the Pilgrims*.
- On the Timeline, point out the following important dates:
  - 1492: Columbus sails to America and meets Native Americans already living in America
  - 1620: Pilgrims land at Plymouth Rock and establish Plymouth Colony. Pilgrims have come to America from England in search of religious freedom.
  - 1700: Setting for Colonial Towns and Townspeople. [Put a large red star on this date.]
  - Current year: put a current class photo or an image of the school to help students recognize that this card represents the current year.
- Point to 1700. Explain to students that during this time more colonies were established along the eastern coast of America. The farms and the towns grew larger, and people who lived there grew to depend more on each other for the things they needed.
- Tell students that the colonial towns they will hear about were formed in the early 1700s.

## Introducing the Country Family

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- Tell students that in today’s lesson, they will take an imaginary trip back to colonial times and learn about life on a farm in the country.

### ← Show image 1A-2: Household chores

- Tell students: “This is a farm family from colonial times or long ago. Each family member in the picture is doing one of their chores, or daily jobs or tasks.”
- Ask students: “What are some of the chores the family members are doing?” Invite students to come up to the image and point out and name the chores. (feeding the farm animals, planting crops, and making candles)

### **Chores Chart**

- Tell students that, as a class, they will use this chart to list the kinds of chores children had long ago and the kinds of chores children have today. They will use this chart to compare and contrast children’s chores from long ago and children’s chores today. Remind students that *to compare* is to tell how things are similar and *to contrast* is to tell how things are different.

**Note:** Explain that you are going to write down what students say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Tell them it is important for you to remember what they have said, and that you will read the words to them.



### ← Show image 1A-2: Household chores

- Ask students: “What chores are the children in this family doing?” Using pictures or a combination of pictures and words, record student responses in the “*Long Ago*” column on the Chores chart.
- Ask students: “Do you have chores you are responsible to do at home? Turn and tell your partner about a chore you have at home.” Allow thirty seconds for partner pairs to talk. Call on two or three students to share what their partner said.
- Provide each student with a sticky note or a small piece of paper along with pencils or crayons for drawing. Tell students: “Draw a picture of one of the chores you are responsible for at home on this sticky note. When you are done, bring your picture up to the chart and place it on the chart in the column for ‘Today.’”

[Model drawing a picture of a chore on a sticky note. Place your sticky note on the chart in the correct column to help students understand where they should place their drawings.]

- When the chart is complete, name all the chores listed in each category. Look for similarities and differences between chores long ago and chores today.

## Vocabulary Preview

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### *Colonial times*

1. Today you will hear about how farm families lived during the period of American history called *colonial times*.
2. Say the phrase *colonial times* with me three times.
3. [Point to 1700 on the Timeline.] The read-alouds in this domain are set three hundred years ago, during a period we call *colonial times*.
4. During colonial times, children had to milk the cows and feed the farm animals every day. Families who lived during colonial times grew their own vegetables and raised their own farm animals.
5. Tell your partner if you would like to have lived during colonial times. What do you think you would like about living during colonial times?

### *Chores*

1. Today you will hear about the daily *chores* of a colonial farm family.
2. Say the word *chores* with me three times.
3. Chores are daily jobs or tasks.
4. Making my bed and setting the table for dinner are two of my chores at home.
5. [Review entries on the Chores Chart.] Tell your partner about chores you think you would like or dislike. I will call on a few of you to share what your partner said.

## Purpose for Listening

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Tell students to look and listen to find out how farm families lived long ago. Tell students to pay special attention to the similarities and differences between life today and colonial life several hundred years ago.

By the end of the lesson, students should be able to do the following:

- ✓ List similarities and differences between present-day family life and colonial life
- ✓ Identify differences between the “towns” and the “country” during the colonial period
- ✓ Give reasons why farm families went to town



## The Country Family

### ← Show image 1A-1: Farm family

Today we are going to go back in time more than three hundred years to visit an early American farm during colonial times.

[On the Timeline, point to the present day, then move back three hundred years to 1700. Have students repeat *colonial times* with you.]

We are going to learn about what life was like then and how it is different from life now.

If you lived in the country long ago, you and your family would have had lots of chores.

In the country, homes are far apart from each other. In the country, or countryside, there are several farms.

What is this farm family doing on their farm?

- This farm family is cutting firewood, feeding chickens, hanging up laundry, and plowing the field.

[Add these chores to the Chores Chart.]

In the country, farm families also lived far from stores. They could not easily buy their food or clothing. So how did they get their food and clothing?

[Pause for responses.]

- Farm families had to grow their own food and make their own clothing.

Think back to what we learned in *Plants* and in *Native Americans*. What are some things people need to survive?

[Call on a few volunteers to suggest what people need to survive. Remind students that people need food, water, clothing, and shelter.]

Every member of a country family, even the young children, worked hard to get water, grow food, make clothing, and build shelter for the family.





← **Show image 1A-2: Household chores**

What chores are the children responsible for in this picture?

- The girl and boy are feeding the animals. The boy is tending the crops. The girl is making candles.

[Add these chores to the Chores Chart.]

In colonial times, there was no electricity or lamps or flashlights to light homes after dark. The only way to see after dark was to light a candle you made at home. This girl is making candles by dipping strings or wicks over and over again into a pot of tallow—or animal fat that is used for making candles. The more she dips them into the tallow, the thicker they become, until they are thick enough to use as candles.

[Pass around candles. Point out the wick.]

Turn and tell your partner where you would go in your home for water if you were thirsty.

[Allow fifteen seconds for partner pairs to talk. Call on one or two pairs to share.]

In colonial times, there were no sinks or faucets with running water. Children would go to the creek or the well to fetch water for their family to drink, to cook with, to wash clothing in, or to clean.

[Show a picture of a well. Add this chore to the Chores Chart.]



← **Show image 1A-3: Old-fashioned country kitchen with hearth**

This is the inside of a colonial home. Which room in the house do you think this is?

- This room is the kitchen.

How is this kitchen from colonial times different from kitchens we have today?

[Invite volunteers to come up to the image and point out how the colonial kitchen is different from kitchens today.]

[Point to the fireplace.]

This is a fireplace or a hearth.

Colonial families cooked their food over the fireplace.

After waking up, the mother in a colonial family would fetch wood to start a fire in the hearth. She uses the fire to cook food for her family. The fire in the hearth was the only way to warm their house during the cold months of winter.



← **Show image 1A-4: Rolling dough**

This colonial woman is making bread for her family.

Do you remember the steps the hen had to take to make bread in the story “The Little Red Hen”?

- The Little Red Hen planted the wheat, cut the wheat, and ground the wheat into flour. Then the Little Red Hen mixed the flour, eggs, and water into dough, let it rise, and then baked the bread.

Families living in the country during colonial times made their own bread. They followed all the same steps as the hen in “The Little Red Hen.” It was a lot of work!



← **Show image 1A-5: Cheese made from curds**

Have you ever eaten cottage cheese?

[If available, pass around a container of cottage cheese for students to see, smell, and possibly to taste the curds.]

These are cheese curds—clumps of soured milk that are used to make cheese—that look like cottage cheese.

These curds were made by cooking milk over the fire in the hearth and then cooling it. The milk for cheese came from the family’s cows.

Who do you think was responsible for milking the farm family’s cows every morning and every night? Hold up one finger if you think the children were responsible or two fingers if you think the parents were responsible.

- The children were responsible for milking the cows.

[Add this chore to the Chores Chart.]

Do you think families living on farms in colonial times could go to a store to buy cheese? Hold up one finger for *yes* and two fingers for *no*.

- Families did not buy their cheese from a store; they made the cheese themselves.



← **Show image 1A-6: Using a butter churn**

What about butter? Did farm families buy butter from stores?

[Pause for responses.]

Colonial families living in the country made their own butter using the milk from their cows. The cream from the milk was poured into the churn, like the one in this drawing, and then mixed. Making butter was hard work, and children were responsible for making the butter with the churn. The up-and-down motion of the churn's handle makes the fat in the cream separate into butter and leaves leftover liquid, called buttermilk. The buttermilk was used for cooking or drinking.

[Have students pantomime churning butter. Add this chore to the Chores Chart.]

Today, butter and buttermilk are normally made by machines, but we still eat and cook with both.



← **Show image 1A-7: Old smokehouse**

This is a smokehouse. The smokehouse was used to preserve meat—or to keep meat from spoiling. The meat is hung over a smoky fire to dry it out. The drying kept the meat from spoiling—becoming bad. Beef jerky is a meat dried out by smoke that some people still eat today.

[Pass around a package of beef jerky for students to see, smell, and possibly taste.]

Most people living in the country ate vegetables and grains. Meat was a special treat during colonial times. Meat was only available if the father or a neighbor decided to use one of their animals for food.

Since there were no refrigerators, farm families had to find ways to preserve food. The smokehouse was used to preserve meat.

Other foods were preserved by covering them in salt, canning them, or storing them in a cool, dark cellar—an underground storage space.

[Pass around “canned” food.]



← **Show image 1A-8: Needlework at home**

Turn and tell your partner some of the things or furniture you recognize in this room.

[Allow fifteen seconds for partner pairs to talk. Call on one or two pairs to share.]

[Point to the spinning wheel.]

This is a spinning wheel. A spinning wheel was used to make yarn or thread for clothing during colonial times.

During colonial times, families made their own clothes.

First, the men in the family picked cotton from the fields or sheared the sheep.

Next, the women cleaned and dyed—or colored—the cotton or wool.

Then, the women turned the cotton or wool into thread or yarn using a spinning wheel.

[Pass around cotton thread and wool yarn samples for students to feel.]

Women and girls would weave the yarn into cloth to be used for clothing. To weave means to join threads in an alternating pattern to make cloth.

[Have students repeat the word *weave* with you.]

Finally, the women sewed the cloth together using a needle and thread.

[Demonstrate sewing by joining two pieces of fabric together using a needle and thread. Warn students that a sewing needle is sharp. Add these chores related to making clothes to the Chores Chart.]



← **Show image 1A-9: Vintage cornhusk dolls**

Colonial children made these dolls from the outside or husk of a corn plant. They are called cornhusk dolls. Toys sold in the towns were expensive, so children made their own toys out of things they could find in their homes or on their farms.

We have heard about chores that girls and boys were responsible for on the farm during colonial times. Children in colonial times did not have much time to play because they were so busy doing all their chores to help meet the needs of the family.

Some boys lived on the family farm until they were eleven or twelve years old. If they lived near a large town, their parents would send them to live in the town with a master tradesperson. A tradesperson is an expert in his or her job, or trade, and is the one who trains others to do what he or she does.

[Have students repeat *tradesperson* with you.]

A tradesperson helps his or her apprentices learn new skills. Boys or girls that are learning to become a tradesperson are called apprentices. Apprentices study for many years under a tradesperson to learn their trade. A trade is a special job that uses certain skills, knowledge, and tools. When the apprentice becomes very skilled, he becomes a tradesperson who can train his own apprentices and sell the products that he makes.

Throughout this domain we will learn about the different colonial tradespeople who work in the colonial towns.

[Show each Image Card, and tell students the trade associated with each card.]

- Image Card 3—miller
- Image Card 4—baker
- Image Card 6—weaver
- Image Card 8—spinner
- Image Card 11—brickmason
- Image Card 14—blacksmith

Farm families that lived in the country enjoyed taking a break from all their daily chores to go to town. In town, the family was able to buy or **trade** for things they needed. Here *trade* means to give one thing in order to receive another. Buying or trading in town could save a farm family the time and effort—or work—it took to make those same things at home.

In the next read-aloud, you will hear about a farmer’s trip into town.

## Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Encourage students to answer in complete sentences. Model answers using complete sentences for students.

1. *Literal* In colonial times, what kinds of chores did children who lived on a farm have?
  - Children had to make clothing, prepare food, care for the animals, fetch water, fetch wood, etc.



← **Show image 1A-3**

2. *Inferential* Is this farm from a long time ago or one that exists today? How can you tell?
  - This farm is from a long time ago because they did not have electricity, running water, or machines.
3. *Literal* Long ago there was no electricity. How did the farm family get their light at night?
  - The farm family used candles.
4. *Inferential* What did farm families use their fireplace for long ago?
  - Farm families burned wood or logs in a fireplace to heat their houses and to cook their food.
5. *Inferential* Long ago there were no sinks or faucets with running water inside the house. How did people get water?
  - The children went to a well or nearby creek to fetch water.
6. *Inferential* Long ago, there were no grocery stores. Where did milk and eggs come from?
  - Milk and eggs came from cows and chickens that farm families raised.
7. *Inferential* Did most farm families buy their clothes from the store or make their own clothes?
  - Most farm families made their own clothes.

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask two questions. I will give you a minute to think about the questions, and then I will ask you to turn to your partner and discuss the questions. Finally, I will call on several of you to share what you discussed with your partner.

### Sentence Frames

Would you have liked to live in the country a long time ago? (Yes/No)

I would have liked to live on a country farm long ago because ...

I would not have liked to live on a country farm long ago because ...

8. *Evaluative Think Pair Share:* Do you think you would have liked to live on a farm in the country long ago? Why or why not?
  - Answers may vary.
9. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]



**Complete Remainder of the Lesson Later in the Day**



# The Country Family

1B

## Extensions

15 minutes

### ↔ Multiple Meaning Word Activity

#### *Sentence in Context: Country*

**Note:** You may choose to have students hold up one or two fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

1. [Show Poster 1M (Country).] In the read-aloud you heard “In the *country*, or countryside, there are several farms.” In this sentence, *country* means a place. Which picture shows this meaning of *country*?
2. *Country* can also mean other things. *Country* can mean the land of a nation or state. Which picture shows this meaning of *country*?
3. Now with your partner, make a sentence for each meaning of *country*. Try to use complete sentences. I will call on some of you to share your sentences.

### ↔ Syntactic Awareness Activity

#### *Which is the Better Word?*

**Note:** Although the focus of this activity is on word meanings, students will gain practice in syntax as they respond in complete sentences.

Directions: I will say a sentence that describes what is happening in the picture. Next, I will give you two words to choose from. If you think the first word is the better word, stand up. If you think the second word is the better word, stay seated.

[If appropriate, have students act out the action words in the sentences.]



#### ← Show image 1A-6: Using a butter churn

1. The early American woman is standing with the butter churn. Would you say she is *making* butter in the churn or *buying* butter?
  - The woman is *making* butter. (stand up)





← **Show image 1A-2: Household chores**

2. These colonial children are doing their chores. Would you say the children are *feeding* their farm animals or *petting* the animals?
  - The children are feeding their farm animals. (stand up)
3. Would you say the boy is *fixing* a farm tool or *using* a farm tool?
  - The boy is using a farm tool. (stay seated)
4. Would you say the girl is *smelling* the candles or *dipping* candles in the pot?
  - The girl is dipping candles in the pot. (stay seated)

↔ **Vocabulary Instructional Activity**

*Venn Diagram: Then/Now (Instructional Master 1B-1)*



← **Show image 1A-1: Farm family**

1. In the read-aloud you heard, “[W]e are going to go back in time more than three hundred years to visit an early American farm during colonial times. We are going to learn about what life was like *then* and how it is different from life *now*.”
2. Say the words *then* and *now* with me three times.
3. *Then* means time that has already passed. In the read-alouds we are going to use *then* to mean long ago in the 1700s.  
[Point to the 1700s card on the Timeline.]  
*Now* means the present time—it means today.  
[Point to the present-year card on the Timeline.]
4. *Then*, families made candles to light their homes. *Now*, homes have electricity.  
*Then*, families made their own butter using a churn. *Now*, families go to the store to buy butter.
5. We will make a Venn diagram to compare and contrast early American life—or life *then*, and American life today—or life *now*. *To compare* is to tell how things are similar, and *to contrast* is to tell how things are different.

**Note:** Explain that you are going to write down what students say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Tell them it is important for you to remember what they have said, and that you will read the words to them. Draw pictures, when possible, instead

of words to represent the ideas. Remember that every term does not need to have a counterpoint.

6. Tell your partner something you have learned from the read-aloud about early American life on a farm—or what life was like *then*—and contrast that with life today—or what life is like *now*. For example, I said, “Then, families made candles to light their homes.” I will write *candles* under the section for *Then*.  
What do homes have now? (Homes have electricity.) I will write *electricity* under the section for *Now*.

[Prompt students by having them think about how early American families met their needs for food, water, clothing, and shelter *then*, and how families meet those needs *now*. Throughout this domain, encourage students to continue thinking about the words *then* and *now*. Keep the Venn diagram on display, and add additional examples throughout the domain.]

## 10 End-of-Lesson Check-In

### *Chores Venn Diagram (Instructional Master 1B-1)*

- Tell students that they will compare and contrast children’s chores *then* and *now* using Instructional Master 1B-1 to create their own Venn diagram.
- Explain that the circle on the left represents chores that children had during colonial times—or *then*, and the circle on the right represents chores that children have today—or *now*. The center area is for chores children would be responsible for both *then* and *now*.
- Ask students to locate the circle on the left. In that circle, they should draw a chore they might have completed *then* or long ago, if they were early American children.
- Next, have students locate the circle on the right and draw a chore they are responsible for *now*.
- Have students locate the intersection of the two circles and draw a chore that children would have been responsible for *then* and are also responsible for *now*, such as setting the table or making their beds.
- Have students present their individual Venn diagrams to their partner or home-language peers.

## ***Take-Home Material***

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### **Family Letter**

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Send home Instructional Masters 1B-2–1B-4.



# A Trip to Town

## 2

### ☑ **Lesson Objectives**

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#### **Core Content Objectives**

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Students will:

- ✓ Identify reasons why people who lived in the country traveled to town
- ✓ Describe some features of colonial towns, such as the town square and tradespeople's shops
- ✓ Name the different kinds of tradespeople found in a colonial town
- ✓ Explain why colonial families would buy or barter for items made by tradespeople, instead of making the items themselves

#### **Language Arts Objectives**

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The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards that are addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, use the information from the read-aloud to describe the connection between stores in a colonial town and the tradespeople that work in them (RI.K.3)
- ✓ With prompting and support, describe the role of an author and illustrator in a text about colonial towns (RI.K.6)
- ✓ With prompting and support, identify the reasons or facts given in the read-aloud to explain why farmers who lived in the country traveled to town (RI.K.8)
- ✓ Orally compare and contrast jobs today and jobs in colonial towns (RI.K.9)
- ✓ With assistance, map out a colonial town with its shops (W.K.8)

- ✓ Demonstrate understanding of frequently occurring verbs and adjectives, such as *everyday* and *rare*, by relating them to their opposites (antonyms) (L.K.5b)
- ✓ Identify real-life connections between words—*town*, *tradespeople*, and *everyday/rare*—and their use (L.K.5c)

## Core Vocabulary

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**bartered, v.** Traded for goods instead of paying for goods with money

*Example:* In colonial times, farmers bartered their crops for cloth and nails from the general store in town.

*Variation(s):* barter, barters, bartering

**blacksmith, n.** A tradesperson who melts hot iron and uses tools to hammer, bend, cut, and shape the metal into a variety of objects such as horseshoes, tools, and cooking utensils

*Example:* The blacksmith heated the iron and then hammered it into the shape of a pot.

*Variation(s):* blacksmiths

**cobbler, n.** A tradesperson who makes and fixes shoes; shoemaker

*Example:* The woman went to the cobbler when the bottom of her shoe broke off.

*Variation(s):* cobblers

**everyday, adj.** Ordinary; something that happens often

*Example:* On the farm, milking the cow is an everyday event.

*Variation(s):* none

**rare, adj.** Special; something that only happens every once in a while

*Example:* On the farm, it was rare for the whole family to go to town.

*Variation(s):* rarer, rarest

**tailor, n.** A tradesperson who makes and fixes clothing

*Example:* The tailor shortened the legs of my dad's pants because they were too long.

*Variation(s):* tailors

<b>Vocabulary Chart for A Trip to Town</b>			
Core Vocabulary words are in <b>bold</b> .			
Multiple Meaning Word Activity word is <u>underlined</u> .			
Vocabulary Instructional Activity words have an asterisk (*).			
Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
<b>Understanding</b>	baker <b>bartered</b> <b>blacksmith</b> <b>cobbler</b> colonial dressmaker hatter mill miller <b>tailor</b> <i>tradespeople</i> waterwheel	expert <b>everyday/rare*</b> melt tools	building family flour horse make money pay <i>town</i> use wagon
<b>Multiple Meaning</b>	iron	general trade	farm shop trip
<b>Phrases</b>	general store/ trading post		
<b>Cognates</b>	baratar colonial molinero molino	experto general	familia pagar usar

## ***Image Sequence***


This is the order in which Flip Book images will be shown for this read-aloud. Preview the order of Flip Book images before teaching this lesson. Please note that it differs from the sequence used in the *Tell It Again! Read-Aloud Anthology*.

1. 2A-1: Farmer prepares to go to town
2. 2A-3: General store
3. 2A-2: Town square
4. 2A-4: New England water mill outside Boston
5. 2A-5: Colonial shops
6. 2A-6: Blacksmith's shop
7. 2A-7: Early American town



# A Trip to Town

# 2<sub>A</sub>

<i>At a Glance</i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>What Have We Learned?</b>	Timeline; Chores Chart	15
	<b>Introducing a Colonial Town</b>	Materials to make a Town Map: Instructional Master 2A-1 (Town Map); chart paper; markers; tape	
	<b>Vocabulary Preview: <i>Town, Tradespeople</i></b>	Image Cards 16–18, 20, 21	
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>A Trip to Town</b>	Town Map realia: horseshoes and other items made out of iron	10
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>	Town Map	10
	<b>Word Work: Everyday/Rare</b>		
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Tradespeople in Town</b>	Image Cards 16–19, 21; Town Map	15
	<b>Domain-Related Trade Book</b>	trade book about life in a colonial town Suggested items: 5, 10, 11, 14, 15, 16, 17, 18, 24, 26, and 27	

### ***Advance Preparation***

Create a large Town Map, using Instructional Master 2A-1 as a guide. Draw eight rectangles around the square and one rectangle off to the corner to represent shops and important buildings in a colonial town. These rectangles should be drawn with one side touching the town square and the other sides touching another rectangle, unless the rectangle in question is on the end. Large store signs have been provided if you wish to use those in place of drawings. (See Instructional Master 2A-3.) This Town Map will be used throughout this domain.

Make copies of Instructional Masters 2A-1 and 2A-2 for each student. This will be their Town Map and image sheet of store signs. Invite students to create their own Town Map that matches the class's Town Map. You may wish to have students cut out the store signs and paste them onto their Town Maps during related lessons.

For Presenting the Read-Aloud, bring in horseshoes and other items made out of iron (e.g., hammers, shovels, nails, handles for doors and drawers, hinges for doors, hooks, pots, pans) to show students the types of things a blacksmith makes. (Save these items for Lesson 8.)

Find a trade book about life in colonial towns to read aloud to the class.

## ***Introducing the Read-Aloud***

**15** minutes

### **What Have We Already Learned?**

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- Remind students that they learned about life on a farm in the country during colonial times.
- Have student volunteers to point out the index card for *then* [1700s] and *now* [current year] on the Timeline introduced in Lesson One “The Country Family.”
- Cut apart the two columns from the Chores Chart. Read aloud the entries from the *Long Ago* column, and then attach the strip of paper below the 1700s index card. Read aloud the entries from the *Today* column, and then attach the strip of paper below the current year’s index card. This is another way to reinforce the concepts of *then* and *now*.
- Tell students: “Think back to the previous lesson and all the chores the colonial families were responsible for doing. Which jobs sounded



more difficult: planting crops? making cheese and butter? making cloth? picking cotton? Turn and tell your partner about a chore that colonial families were responsible for that seems difficult to you.” Allow thirty seconds for partner pairs to talk. Call on a few pairs to share.

## Introducing a Colonial Town

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- Tell students that in today’s read-aloud they will learn that farm families went to towns to buy things they needed from the tradespeople that worked there.
- Show students the Town Map you have created. Label it with the words *Town Map*. Tell students that this map will be used throughout this domain to help them remember the different tradespeople and stores that were part of colonial towns.
- Point to the middle of the town—the town square. Tell students that during colonial times, town squares were a place for people to come together to make announcements or to talk to their friends.
- Point to the rectangles around the town square. Tell students that many of the shops and important buildings in colonial towns were located around the town square. Tell students that the read-aloud will introduce several tradespeople found in colonial towns, and as they hear about the different tradespeople, you will add symbols for their trade on the Town Map.

## Vocabulary Preview

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### *Town*

1. Today you will learn about why colonial farm families took trips to *town*.
2. Say the word *town* with me three times.
3. A town is a small city.
4. The town had many shops to visit. In the middle of town was a square where speeches and performances were held and where people could have a picnic.
5. Tell your partner one thing you might see in a town. Use the word *town* when you tell about it.

## ***Tradespeople***

1. Today you will learn about many colonial *tradespeople* who made items that farm families needed.
2. Say the word *tradespeople* with me three times.
3. Tradespeople are expert workers who are very skillful in making one type of thing, such as bread, clothing, or shoes.
4. [Show Image Card 14 (Iron).] Blacksmiths are tradespeople who are skilled at working with a type of metal called iron.  
[Show Image Cards 17 (Seamstress) and 18 (Tailor).] Dressmakers and tailors are tradespeople who make clothing.
5. [Show Image Cards 16 (Baker), 20 (Construction Worker), and 21 (Metalworker—present-day blacksmith), and name the trade with students.] These are present-day pictures of different trades. We will learn about what these trades were like during colonial times, over three hundred years ago. These trades were around during colonial times, and they still exist today.

## **Purpose for Listening**

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Tell students that people who lived in the country sometimes traveled to towns to get some things that they needed. Explain that buying or trading for things made by tradespeople could save time for a country family. Tell students to listen carefully to hear about the different types of tradespeople that lived and worked in colonial towns long ago.

By the end of this lesson, students should be able to do the following:

- ✓ Identify reasons why people who lived in the country traveled to town
- ✓ Name some features of colonial towns, such as the town square and the tradespeople's shops
- ✓ Name some of the different kinds of tradespeople found in a colonial town
- ✓ Explain why colonial families would buy or barter for items made by tradespeople, instead of making the items themselves



## A Trip to Town

### ← Show image 2A-1: Farmer in town

If you and your family were going to go to the store or the mall, how would you get there?

[Pause for student responses.]

During colonial times, there were no malls, and visiting a store meant taking a trip to town. Trips to town were **rare**. That means going to town was something a country family would do only once in a while.

[Have students repeat the word *rare* with you.]

Are trips to town and a store **rare** today? Hold up one finger for yes or two fingers for *no*.

[Visually survey student responses and call on one or two students to comment.]

When we want to take trips to towns or stores, we have many different ways to get there, such as by car, by bus, walking, by subway, or by bicycle. Today, going to town can be an everyday event, or something that happens almost every day. **Everyday** is the opposite of **rare**.

[Have students repeat the words *everyday* and *rare* with you.]

Trips to town for colonial families were **rare** for many reasons.

Three hundred years ago, there were no cars, trains, or buses. A family would use their horse and wagon to get from the country to the town. It would take a long time.

[Invite a student to come up to the image and point out what kind of transportation the family would use to get to town. (horse and wagon; walking)]

Trips to town were also **rare** because someone had to take care of the family's crops and the animals on their farm. Crops and animals could not be left alone for very long.



### ← Show Image 2A-3: General store

Sometimes there were things the colonial farm family could not make themselves because making those things required special skills or took too long. Farmers could buy those things in the general store,

which was sometimes also called a trading post.

[Have students repeat *general store* and *trading post* with you.]

[Add a general store to the Town Map. Label the building with apples and candy to represent the trading post or general store.]

Farmers did not always use money in colonial times to pay for things they needed. Sometimes they **bartered** for goods. When you trade for goods instead of paying for goods with money, you are **bartering**. That is why the general store was also called a trading post. It was a place to trade or **barter**.

[Have students repeat *barter* with you.]

What are some items from their farms that colonial families might have **bartered** for the goods they needed?

[Pause for student responses.]

- Farm families might have bartered their eggs, butter, vegetables, or chickens for things they needed.

In most small towns, the general store or trading post was the only store. It was a place that farmers could **barter** their crops and other items from their farms to get the tools, cloth, and supplies they needed but could not make at home.



#### ← Show image 2A-2: Town square

In the larger colonial towns, there were tradespeople who made things that colonial families needed.

There were many different tradespeople in larger colonial towns. Some made iron nails or shoes, things that colonial families could not make for themselves. Others made clothing or flour, jobs that took a long time when done at home.

Buildings in the larger colonial towns were very close together. Farm families could visit many shops in one day because the shops were all around the town square.

[Point out how the buildings in the image are built with shared walls. Point out the town square area in front of the buildings.]

It was important for colonial farm families to be able to finish their trip to the town in one day because they had to get back to their responsibilities on the farm, such as caring for the animals or the

crops. Also, they would have to find a place to sleep in the town if they stayed overnight.



← **Show image 2A-4: New England water mill outside Boston**

Turn and tell your partner what crops farmers grow that can be made into flour.

- Farmers grow wheat and corn that can be made into flour.

[Point to the mill.]

This building is called a mill. A mill was a building where wheat or corn were ground—crushed to a fine powder—between heavy stones to make large amounts of flour.

[Have students repeat the word *mill* with you.]

[Point to the waterwheel.]

This is a waterwheel. Mills were almost always on a river because the water was used to turn the waterwheel. The waterwheel turned the large stones inside the mill that ground the wheat into flour.

[Ask a volunteer to point to the horse and wagon filled with wheat.]

Farmers would bring a load of wheat from their farm to be ground into flour by the miller. The farmer would take the flour home for his family to use to make bake bread and cakes.

[Have students repeat the word *miller* with you.]

[Add a river and a mill to the Town Map. Use sacks of flour to represent the miller.]

There are more than eight steps involved in making bread; it was a lot of work for colonial families to make their own bread at home. In larger colonial towns, a tradesperson called a baker made and sold bread.

[Have students repeat the word *baker* with you. Add a baker's shop to the Town Map. Draw a loaf of bread to symbolize the shop.]

Turn and tell your partner why colonial families would buy bread at the baker's shop instead of baking it at home.

- Buying bread from the baker saved time for colonial farm families.



### ← Show Image 2A-5: Colonial shops

Another tradesperson's shop farmers might visit during their trip to town would be the hatter.

What do you think a hatter makes?

- A hatter makes hats.

Sometimes if farmers had extra money after selling their crops, they might buy their daughter a hat from the hatter.

[Add a hatter's shop to the Town Map. Draw a hat to represent the hatter.]

This farmer might have also gone to the dressmaker's shop to buy a new dress for his daughter. Tradespeople who make dresses today are still called dressmakers.

[Have students repeat the word *dressmaker* with you. Add a dressmaker's shop to the Town Map. Use a picture of a dress to represent this trade.]

He might have also wanted to get a pair of shoes made at the **cobbler's** shop. A cobbler is a tradesperson who makes and fixes shoes. Sometimes a cobbler is also called a shoemaker.

[Have students repeat the words *cobbler* and *shoemaker* with you. Add a cobbler's shop to the Town Map. Use a drawing of shoes to represent this trade.]

After the cobbler, the farmer might have visited a **tailor** to pick up his new shirt. A **tailor** is a person who makes or fixes clothing. Today, most people who visit a **tailor** go to get their clothing fixed and sometimes to have new clothing made.

[Have students repeat the word *tailor* with you. Add a tailor's shop to the Town Map. Use a drawing of a suit to represent the tailor's shop.]



### ← Show Image 2A-6: Blacksmith's shop

If the farmer needed more nails, he could visit the blacksmith's shop. The blacksmith was an important tradesperson who made things from iron that colonial families needed but could not make by themselves.

[Have students repeat the word *blacksmith* with you. Add a blacksmith's shop to the Town Map. Use a drawing of a horseshoe to represent the blacksmith's shop. Pass around items made out of iron.]



### ← Show Image 2A-7: Early American town

Turn and tell your partner something you notice about the colonial town in the image.

[Allow thirty seconds for partner pairs to talk. Call on two or three pairs to share.]

Let's name the different tradespeople represented on the Town Map. I will point to the store sign, and you tell me the name of the tradesperson who works there.

[Have students repeat the names of each tradesperson and their symbol with you. Discuss the relationship between their symbol and what they made or sold.]

- Apples and candy—general store
- Sack of flour—miller
- Slice of bread—baker
- Hat—hatter
- Dress—dressmaker
- Shoes—cobbler
- Breeches—tailor [**Note:** Breeches are men's pants that come down to just below the knee.]
- Nails, horseshoe—blacksmith

## ***Discussing the Read-Aloud***

**10** minutes

### **Comprehension Questions**

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Encourage students to answer in complete sentences. Model answers using complete sentences for students.

1. *Literal* Why did farmers go into town?
  - Farmers went to town to buy or barter for goods.

2. *Literal* [Review the shops on the Town Map.] Which tradesperson worked in this shop? What does this tradesperson make?
  - [Call on different students to answer.]
3. *Inferential* Describe a colonial town to your partner.
  - Colonial towns were built around a town square. The buildings were close together, and there were shops for each of the different tradespeople.
4. *Inferential* What goods might a farmer bring to town to barter or sell at the trading post or general store?
  - The farmer might bring food, such as milk, cheese, butter or eggs. He might also bring crops or animals.
5. *Literal* Where in town did people go to hear news and announcements?
  - People went to hear news and announcements in the town square, which was located at the center of the town.
6. *Literal* What products did blacksmiths make that farmers needed?
  - Blacksmiths made horseshoes, iron nails, and tools that farmers needed.
7. *Inferential* If it was so difficult to go to town, why did colonial families make the trip?
  - Answers will vary. Farmers went to town to buy or barter for goods and services they could not make or that took too much time to make at home.

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your partner and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

#### Sentence Frames

Would you like to be an apprentice to a miller/baker/blacksmith? (Yes/No)

I would like to learn the trade of a \_\_\_\_\_.

I would like to be an apprentice to a \_\_\_\_\_ because . . .

8. *Evaluative Think Pair Share:* If you were an apprentice in colonial times and could learn the job or trade of a colonial tradesperson, which trade would you want to learn? Why would you want to learn that trade?
9. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]



## Word Work: Everyday and Rare

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1. In the read-aloud you heard, “Today, going to town can be an *everyday* event.”
2. Say the word *everyday* with me three times.
3. An everyday event is something ordinary that happens almost every day.
4. On a farm, feeding the farm animals, milking the cows, and collecting eggs are everyday events.
5. Think of an everyday event in your life, such as brushing your teeth. Turn to your partner and tell him or her one everyday event in your life. [Ask two or three students to share their partner’s response. If necessary, guide and/or rephrase the students’ responses: “\_\_\_\_\_ is an everyday event.”]

6. What is the word we have been talking about?

Use an *Antonyms* activity for follow-up. Directions: Antonyms are words with opposite meanings. I will say a word. Then you will tell me the antonym, or opposite, of that word. [Have students act out the opposite words.]

- sad (*Happy* is the opposite of *sad*.) [Make a smile and then a frown.]
- down (*Up* is the opposite of *down*.) [Stand up and then sit down.]
- closed (*Open* is the opposite of *closed*.) [Put hands together and then apart.]
- slow (*Fast* is the opposite of *slow*.) [Run in place fast and then slowly.]

Then, use a *Making Choices* activity for follow-up. Directions: The opposite of *everyday* is *rare*. I am going to describe an event. If the event I describe is an everyday event, say, “That is an everyday event.” If the event I describe is rare, say, “That is a rare event.”

1. The cows are eating hay. (That is an everyday event.)
2. The president is visiting our school. (That is a rare event.)
3. The students are putting on their jackets. (That is an everyday event.)
4. The class is taking a field trip to a zoo. (That is a rare event.)
5. My friend and I saw an insect outside. (That is an everyday event.)
6. It is class picture day at school. (That is a rare event.)



## Complete Remainder of the Lesson Later in the Day



# A Trip to Town

2<sub>B</sub>

## Extensions

15 minutes

### Tradespeople in Town

- Review the Town Map with students. Discuss the tradespeople and the important locations in the town.
- Have students think about whether a trip to town today is the same as or different from a trip to town during colonial times. Allow thirty seconds for partner pairs to discuss. Call on a few pairs to share.
- Show Image Cards 16–19 and 21, one at a time. Have volunteers orally identify the job pictured on the Image Card and then locate the colonial match on the Town Map. Tape the Image Card to the Town Map on the shop of the matching tradesperson. Discuss ways in which the job today is different or similar to the job during colonial times.
  - Image 16—Baker
  - Image 17—Dressmaker
  - Image 18—Tailor
  - Image 19—Salesclerk (match with general store)
  - Image 21—Metalworker (present-day blacksmith)

### Domain-Related Trade Book

- Refer to the list of recommended trade books in the Introduction at the front of this *Supplemental Guide*, and choose one related to life in colonial towns to read aloud to the class. The recommended trade book for this activity is *Ox-Cart Man* by Donald Hall. In this simple picture book, Hall tells the story of a country farmer during colonial times who loads up his cart and goes to town to sell all the objects he and his family have made or grown that year. Other trade book suggestions include Items 5, 10, 11, 14, 15, 16, 17, 18, 24, 26, and 27 from the trade book list.

- Explain to students that the person who wrote the book is called the author. Tell students the name of the author. Explain to students that the person who makes the pictures for the book is called an illustrator. Tell students the name of the illustrator. Show students where they can find this information on the cover of the book or on the title page.
- As you read, use the same strategies that you have been using when reading the read-aloud selections in this anthology—pause and ask text-based questions to ensure comprehension; rapidly clarify critical vocabulary within the context of the read-aloud; etc.
- After you finish reading the trade book aloud, lead students in a discussion as to how the story or information in this book relates to the read-alouds in this domain.



# The Bread Makers:

## Millers and Bakers

3

### ✓ **Lesson Objectives**

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#### **Core Content Objectives**

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Students will:

- ✓ Describe the jobs of the miller and the baker in a colonial town
- ✓ Identify the tools used by millers and bakers
- ✓ Identify corn and wheat as the crops needed to make flour
- ✓ Explain why colonial families would buy or barter for items made by tradespeople, instead of making the items themselves

#### **Language Arts Objectives**

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The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards that are addressed in all lessons in this domain.

Students will:

- ✓ Listen to and recognize a variety of texts, including the nursery rhyme “Pat-a-Cake” (RL.K.5)
- ✓ With prompting and support, identify the main topic and retell key details from “The Bread Makers: Millers and Bakers” (RI.K.2)
- ✓ With prompting and support, compare and contrast colonial life and life today on a Venn diagram (RI.K.9)
- ✓ Use pictures from “The Bread Makers: Millers and Bakers” to tell about the events in the read-aloud in the order in which they occurred (W.K.3)
- ✓ With assistance, categorize and organize facts and information comparing colonial tradespeople to present-day tradespeople on a Venn diagram (W.K.8)
- ✓ Describe familiar things, such as bread; with prompting and support, provide additional detail (SL.K.4)

- ✓ Use frequently occurring nouns and verbs in an oral, shared-language activity (L.K.1b)
- ✓ Identify new meanings for the word *shop*, and apply them accurately (L.K.4a)
- ✓ Sort objects into categories—*smooth* and *rough*—to gain a sense of the concept of the word *texture* (L.K.5a)
- ✓ Identify real-life connections between words—*dough*, *grind*, *customers*, *shop*, *smooth*, *rough*, and *textures*—and their use (L.K.5c)

## Core Vocabulary

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**customers, n.** People who buy goods or pay for services

*Example:* There are a lot of customers in line at the grocery store.

*Variation(s):* customer

**grindstones, n.** Two stones used to crush wheat or corn to make flour

*Example:* It was hard to crush the wheat berries by hand using grindstones; it took a long time to make just a little flour.

*Variation(s):* grindstone

**kneaded, v.** Mixed and folded ingredients with one's hands

*Example:* Through the window of the restaurant, the children watched how the pizza maker kneaded the dough.

*Variation(s):* knead, kneads, kneading

**miller, n.** A tradesperson who works at a mill and grinds wheat or corn into flour

*Example:* If you have a lot of wheat, you can bring it to the miller to make flour.

*Variation(s):* millers

**yeast, n.** An ingredient that, when added to flour and water, makes dough rise or become lighter

*Example:* After my mom added the yeast and kneaded the dough, it doubled in size.

*Variation(s):* none

Vocabulary Chart for The Bread Makers: Millers and Bakers			
Core Vocabulary words are in <b>bold</b> . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
<b>Understanding</b>	baker barter flour grain <b>grindstones</b> <b>kneaded</b> mill millstone <b>miller</b> tradesperson watermill wheat <b>yeast</b>	aroma <b>customers*</b> <i>dough</i> <i>grind</i> smooth/rough* texture*	bread corn oven
<b>Multiple Meaning</b>	loaf trade	turn	farm rise <u>shop</u> work
<b>Phrases</b>	rolling pin		
<b>Cognates</b>	baratar grano molinero molino	aroma textura	

## Image Sequence


This is the order in which Flip Book images will be shown for this read-aloud. Preview the order of Flip Book images before teaching this lesson. Please note that it differs from the sequence used in the *Tell It Again! Read-Aloud Anthology*.

1. 3A-1: Breads
2. 3A-2: Wheat field
3. 3A-3: Grindstones
4. 3A-5: Water mill
5. 3A-4: Old millstones
6. 3A-6: Old-fashioned flour mill
7. 3A-7: Baker kneading dough
8. 3A-8: Traditional, wood-fired oven
9. 3A-9: Bakery today



# The Bread Makers: Millers and Bakers

3A

<i>At a Glance</i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>What Have We Already Learned?</b>	Then/Now Venn Diagram; Town Map with Image Cards attached; markers; tape	15
	<b>Introducing the Bread Makers</b>	images of bread samples of bread chart paper markers	
	<b>Vocabulary Preview: Dough, Grind</b>	pizza crust dough or modeling compound	
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>The Bread Makers: Millers and Bakers</b>	Image Cards 1 (Wheat) and 2 (Corn); Town Map; yeast, warm water, sugar or honey; pizza dough or modeling compound	10
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>	Image Cards 1–2	10
	<b>Word Work: Customers</b>		
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Multiple Meaning Word Activity: Shop</b>	Poster 3M (Shop)	15
	<b>Syntactic Awareness Activity: What Has Changed?</b>		
	<b>Vocabulary Instructional Activity: Texture</b>	Image Cards 12 and 13; images and items that have rough and smooth textures; chart paper; markers; tape	
	<b>End-of-Lesson Check-In: Retelling a Sequence of Events</b>	Instructional Master 3B-1; blank paper; scissors; glue or tape	

### **Advance Preparation**

For Introducing the Bread Makers, bring in samples of bread for students to taste (e.g., chapatis/India, tortillas/Mexico, matzo/Israel, injera/Ethiopia, mantos/China). In addition, find images of different kinds of bread eaten around the world to show to students.

For the Vocabulary Preview and Presenting the Read-Aloud, bring in pizza dough or modeling compound for students to touch and manipulate.

Have yeast, warm water, honey or sugar ready in a bowl to demonstrate how yeast causes dough to rise. **Note:** For every food-related item, be sure to check with your school’s policy regarding food distribution and allergies.

For the Vocabulary Instructional Activity, find images and items that have rough and smooth textures (e.g., marble/sandpaper; apples/oranges; silk/burlap or jute).

For the End-of-Lesson Check-In, make a copy of Instructional Master 3B-1 for each student. They will sequence four images to retell how bread is made.

### **Notes to Teacher**

The story “The Little Red Hen” is referenced in this read-aloud. Be sure that students are familiar with this story.

This lesson has many opportunities to do hands-on activities, such as making dough and bread, watching yeast grow, using a rolling pin to shape the dough, and identifying smooth and rough textures. Please plan ahead.

## ***Introducing the Read-Aloud***

**15** minutes

### **What Have We Already Learned?**

---

- Remind students that they learned that farm families took trips into town to buy or barter for goods they needed.
- Read aloud the information from the Then/Now Venn diagram from Lesson 1, “The Country Family.”
- Tell students: “We will use this Then/Now Venn diagram to compare and contrast how tradespeople today are different from early American tradespeople.” Remind students that *to compare* is to tell how things are similar and *to contrast* is to tell how things are different.



- Using the Town Map, ask volunteers to orally identify the trade pictured on the Image Cards taped to the Town Map. Remove the Image Cards from the Town Map, and tape them to the intersection or overlapping area of the two circles.
  - Image 16–Baker
  - Image 17–Dressmaker
  - Image 18–Tailor
  - Image 19–Salesclerk (match with general store)
  - Image 21–Metalworker (a version of a present-day blacksmith)
- Emphasize that these trades were around during colonial times, and they still exist today.
- Say to students: “Discuss with your partner how you think these trades might be the same today as they were long ago during colonial times. Then discuss how these trades might be different from what they were long ago.” Allow thirty seconds for partner pairs to discuss. Call on a few volunteers to share. Record student responses onto the Venn diagram.

### **Introducing the Bread Makers**

---

- Tell students that in today’s lesson, they will learn about two tradespeople, the miller and the baker. These tradespeople helped with different steps in the process of making bread.

#### ***Songs and Chants***

- Tell students: “Today I am going to teach you a rhyme from colonial times about a baker; the rhyme is called ‘Pat-a-Cake.’”
- Have students repeat “Pat-A-Cake” with you using a student’s name in the rhyme. Show students how to pantomime rolling, patting, and marking as they sing.

*Pat-a-cake, pat-a-cake, baker’s man,*

*Bake me a cake as fast as you can;*

*Roll it, pat it and mark it with a [first initial of student’s name],*

*Put it in the oven for [name of student] and me.*

- Invite partner pairs to say this rhyme together. Encourage pairs to take turns inserting one another’s first initial and first name while clapping out the rhyme together.

### ***Making Connections***

- Draw a circle in the center of a piece of chart paper. Then, draw a loaf of bread in the center of the circle. Ask students to name breads they like to eat. Write the names of the breads—or, if available, tape pictures of the breads—around the circle. Then draw a line from each word or picture to the circle.
- Ask students: “Do you have a favorite type of bread? What does it taste like? Is it hard or soft? Is it sweet or salty? Is it made from corn, rice, or wheat?”
- Pass out samples of the different breads you have prepared. Have partner pairs discuss how the bread tastes, smells, looks, and feels. Call on a few pairs to describe the bread they have tasted.

### **Vocabulary Preview**

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#### ***Dough***

1. Today you will learn about colonial and present-day bakers who make bread from *dough*.
2. Say the word *dough* with me three times.
3. Dough is a soft, thick mixture of flour, water, and sometimes salt or yeast, that is used for baking. [Give students a small ball of dough or modeling compound to see and hold.]
4. Ana mixed the pizza dough with her hands and then used a rolling pin to flatten it into a circle.
5. Tell your partner how the dough looks, feels, and smells. Use the word *dough* when you talk about it.

#### ***Grind***

1. Today you will learn about colonial tradespeople called millers who *grind* corn or flour at their mill.
2. Say the word *grind* with me three times.
3. To grind is to crush or chop something into very small pieces.
4. The farmer pays the miller to grind his corn into flour.  
In colonial times, families could grind their own wheat using a pair of stones called grindstones.

5. Imagine you lived during colonial times, tell your partner if you would prefer to pay a miller to grind your corn or if you would prefer to grind it yourself. Use the word *grind* when you tell about it.

### **Purpose for Listening**

---

Tell students that the main topic, or main idea of this read-aloud, is how bread was made during colonial times. Tell students to listen carefully to learn about the jobs of two colonial tradespeople: the miller and the baker.

By the end of this lesson, students should be able to do the following:

- ✓ Describe the jobs of the miller and the baker in a colonial town
- ✓ Identify tools used by millers and bakers
- ✓ Identify corn and wheat as the crops needed to make flour
- ✓ Explain why colonial families would buy or barter for items made by tradespeople, instead of making the items themselves



## The Bread Makers: Millers and Bakers

### ← Show image 3A-1: Breads

[Point to the bread.]

This is a loaf of bread.

[Have students repeat *loaf of bread*.]

In colonial times, most bread was made from wheat or corn.

[Show Image Cards 1 (Wheat) and 2 (Corn).]

Where do you think the wheat and corn were grown?

- Wheat and corn were grown on a farm.

Farm families raise wheat and corn as crops. Today we will hear about a tradesperson who helps farmers turn their wheat or corn into flour. Then later we will hear about a tradesperson who turns flour into bread.



### ← Show image 3A-2: Wheat field

What crop is the farmer growing in this field?

- The farmer is growing wheat in the field.

Do you remember hearing the story “The Little Red Hen”?

What steps did the hen have to take in order to have fresh bread?

[Discuss the steps the hen used to make bread with the class: 1) plant the wheat; 2) harvest the wheat; 3) grind the wheat; 4) make the dough; 5) shape the dough; 6) bake the dough. As a class, have students pantomime each step.]

Before the farmer can grind the wheat into flour, he had to separate out the seeds—or wheat berries—from the plant. Only the berries can be used to make flour.

[Point out the individual berries on the wheat plant.]



### ← Show image 3A-3: Grindstones

Long ago, people used to grind their own wheat grains or corn kernels with stones called grindstones. Grindstones are two stones used to crush wheat or corn to make flour.

[Have the students repeat the word *grindstones* with you.]

To grind corn or wheat into flour, the kernels were placed in the larger **grindstone**, which had a bowl shape. The farmer would hold the smaller **grindstone** in her hand and use the **grindstone** to crush the grains into smaller and smaller pieces by hitting them again and again. Making flour with a pair of **grindstones** took a very long time.

[Have students pantomime the action of using grindstones to make flour.]



← **Show image 3A-5: Water mill**

This is a mill.

[Point to the mill.]

Mills have special machinery that grinds grain into flour.

[Have students repeat the word *mill* with you.]

The mill was built next to a river. The flowing water made the mill's waterwheel turn. A mill that used water to turn the millstones was called a watermill.

[Point to the waterwheel. Have students repeat *watermill* with you.]



← **Show Image 3A-4: Old Millstones**

Inside the mill, large stones were turned when water flowed over the waterwheel outside. As the water flowed, the waterwheel turned. As the waterwheel turned, the millstones would turn and crush the grains into flour between the two millstones.

[Have students repeat *millstone* with you.]

People could lift **grindstones** with their hands, but the millstones were so large and heavy that they had to be turned by water power.

You just heard of two ways grains could be crushed into flour—by hand using **grindstones**, or at a watermill using millstones.

Which is larger, a grindstone or a millstone? (millstone)

Which way do you think can grind grain into flour faster: grinding grain into flour by hand using **grindstones**, or grinding grain at a mill? (grinding grain at a mill)



### ← Show Image 3A-6: Old-fashioned flour mill

A miller is a tradesperson who works at a mill.

[Have students repeat the word *miller* with you. Point to the mill on the Town Map.]

A farmer could take his grains of wheat and corn to a miller, and the miller would grind the wheat and corn into flour.

The **miller** would grind grains into flour. Then the flour was stored in bags made of cloth called sacks.

Who do you think could grind more flour in one day, a **miller** with a watermill or a farmer with a **grindstone**?

- A miller with a watermill could grind more flour in one day than a farmer with a grindstone could grind in weeks.

Farmers would pay the **miller** or barter some of their wheat or corn in exchange for flour.

Can you think of the name of the colonial tradesperson who would buy flour from the **miller** and use the flour to make bread, muffins, or cake?

- The baker would make bread, muffins, and cake out of the flour he bought from the miller.



### ← Show Image 3A-7: Baker kneading dough

The baker's shop was a place where colonial farm families and townspeople could buy bread, cakes, and biscuits that were already made.

[Point to the bakery on the Town Map.]

This baker is making bread. Before bread is baked, the baker mixes a lot of flour with a little bit of water and a little bit of salt and a little bit of **yeast**. This mix of ingredients is called dough.

[Have students repeat *dough* with you.]

Later, the baker will shape and bake the dough to make bread.

**Yeast** is an ingredient that colonial bakers as well as bakers today use to make bread rise when it is baked. **Yeast**, when added to flour and water, makes dough rise and become soft and puffy.

[Have students repeat the word *yeast* with you. Time permitting, have students watch the yeast grow by placing a few tablespoons of it in a container of warm water with honey or sugar.]

Now the baker is **kneading** the dough. **Kneading** dough is like pressing and pulling the dough in many different ways to make sure the dough is well mixed and ready to bake.

[Pass a ball of pizza dough or modeling compound to each student. Demonstrate kneading. Have students repeat *kneading* with you while pantomiming the action.]

Certain kinds of bread had to be **kneaded** for a long time before the dough had the right texture. When the dough's texture was smooth, it was ready to be shaped into loaves and baked.

The baker would shape the dough with his hands or use a rolling pin.

[Using pizza dough or modeling compound, demonstrate using a rolling pin to shape dough.]



← **Show Image 3A-8: Traditional, wood-fired oven**

Finally, the dough would be ready to bake. In colonial times, baker's ovens were made of brick or stone with fires inside. The baker needed lots of chopped wood from trees to keep the fire in the oven burning so the bread would bake. This kind of oven is called a wood-fired oven.

The baker would put the dough in the oven and bake it until it was brown. When it came out of the oven, it had the wonderful aroma—or smell—of freshly baked bread!



← **Show Image 3A-9: Bakery today**

Does this look like a picture of a bakery from long ago or today? How can you tell?

[Pause for student responses.]

Bread is made in more or less the same way it was made during colonial times, three hundred years ago. Wheat or corn crops from a farm are ground into flour. Then the flour is made into dough by mixing it with yeast, water, and salt. The dough is kneaded and then shaped into a loaf. Last, the loaf is baked in an oven until it is brown.

Just like families long ago, families today enjoy buying bread from a baker.

Why do you think families, today or long ago, would buy bread from a baker instead of making their own bread?

- Buying bread from a baker is less work than making it yourself.

When people buy bread from a baker, they are the baker's **customers**. **Customers** give the tradesperson money or barter for the products or things the tradesperson has made.

Bakers often start their baking in the early, early morning so their **customers** can have fresh bread for breakfast.

Turn and tell your partner if you like to eat food made by a baker, such as bread, cakes, rolls, or muffins for breakfast.

[Allow fifteen seconds for partner pairs to talk. Call on a few pairs to share.]

## ***Discussing the Read-Aloud***

**10** minutes

### **Comprehension Questions**

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Encourage students to answer in complete sentences. Model answers using complete sentences for students.

1. *Literal* What is the main topic of the read-aloud?
  - The main topic is how bread was made during colonial times.
2. *Literal* What crops are used to make flour? [If necessary, show Image Cards 1–2.]
  - Corn and wheat are the crops used to make flour.
3. *Literal* What is a baker making when he mixes together flour, water, salt, and yeast?
  - The baker is making dough for bread.
4. *Inferential* What would happen to the bread if the baker left the yeast out when mixing the dough?
  - If the baker left out the yeast, the bread would not rise.
5. *Literal* What does kneading dough look like?
  - [Have students act this out.]



6. *Literal* Name a tool that a miller uses to grind grain.  
Name a tool that a baker uses to make bread.
7. *Inferential* Why would colonial families buy or barter with millers and bakers?
  - Millers can grind grain faster and bakers sell bread that is already made. This helps colonial families save time.

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your partner and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

#### Sentence Frames

Did the Little Red Hen do the work of a farmer/miller/baker? (Yes/No)

The Little Red Hen was like a farmer/miller/baker because she . . .

8. *Evaluative Think Pair Share:* Farmers grow wheat, millers grind wheat into flour, and bakers use flour to bake bread. Think back to the story of “The Little Red Hen.” Think about how the Little Red Hen was like the farmer, the miller, and the baker. Turn and tell your partner one way she was like the tradespeople.
9. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

### **Word Work: Customers**

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1. In the read-aloud you heard, “Bakers often start their baking in the early, early morning so their *customers* can have fresh bread for breakfast.”
2. Say the word *customers*.
3. Customers are people who come to a shop or store to buy goods or pay for services.
4. The customers stood in line while waiting to pay for their food.
5. Where might you find customers: at a grocery store?; maybe at a restaurant or a gas station? Turn and tell your partner where you would find customers. Use the word *customers* when you tell about it. [Ask two or three students. If necessary, guide and/ or rephrase students’ responses: “There are customers in a \_\_\_\_.”]
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to describe some people. If any of the people I describe are customers, say, “They are customers.” If any of the people I describe are not customers, say, “They are not customers.” Try to answer with a complete sentence.

1. the people who sew dresses
  - They are not customers.
2. the people who buy the dresses
  - They are customers.
3. the people who pay for their wheat to be ground at the mill
  - They are customers.
4. the people who run the mill
  - They are not customers.
5. the people who make the hats
  - They are not customers.
6. the people who buy new hats
  - They are customers.



## **Complete Remainder of the Lesson Later in the Day**



# The Bread Bakers: Millers and Bakers

3B

## ↔ Multiple Meaning Word Activity

### *Sentence in Context: Shop*

**Note:** You may choose to have students hold up one or two fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

1. [Show Poster 3M (Shop).] In the read-aloud you heard “The baker’s *shop* was a place where colonial farm families and townspeople could buy bread, cakes, and biscuits.” A shop is a place where goods are sold. Which picture shows this meaning of *shop*?
2. *Shop* also means to visit places where goods are sold to buy something. Which picture shows this meaning of *shop*?
3. Now with your partner, make a sentence for each meaning of *shop*. Try to use complete sentences. I will call on some of you to share your sentences.

## ↔ Syntactic Awareness Activity

### *What Has Changed?*

**Note:** There may be variations in the sentences created by your class. Allow for these variations, and restate students’ sentences so that they are grammatical. Follow up on student responses, and get their explanation of what has changed. Make restatements or clarifications whenever necessary.

Directions: I will say one sentence. Listen to that sentence *carefully* because the next time I say it, something about it will be *different*. I might change a whole word like *doctor* or *tiger*. Or, I might change a little part of a word. For example, I might add *-ed* to *leap* and make *leaped* to show that this action happened already. Or, I might add *un-* to *happy* and make *unhappy*, the opposite of *happy*.

### **Sentence 1:**

The farmer trades his wheat for cloth at the general store.

## Sentence 2:

The farmer traded his wheat for cloth at the general store.

### Variations

1. Continue this activity using domain-related nouns (e.g., names of different tradespeople) and verbs (e.g., *barter*, *crush*, *bake*, *buy*, *grind*).
2. Have partner pairs create new sentences and ask one another, “What has changed?”

## Vocabulary Instructional Activity

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### Texture Word Chart

1. In the read-aloud you heard, “Certain kinds of bread had to be kneaded for a long time before the dough had the right *texture*. When the dough’s *texture* was smooth, it was ready to be shaped into loaves and baked.”
2. Say the word *texture* with me three times.
3. *Texture* describes how something feels when you touch it.
4. We will make a two-column chart for the word *texture*.  
[Show Image Card 13 (Wood).] Does a wooden floor have a rough texture or a smooth texture?
  - Wooden floors can have a smooth texture. [Have a student place the Image Card in the correct column.]  
[Show Image Card 12 (Stones).] Does a stone wall have a rough texture or a smooth texture?
  - A stone wall can have a rough texture. [Have a student place the Image Card in the correct column.]
5. [Show students the different pictures and items you have prepared.] Does this have a smooth texture or a rough texture? [Have different students place the pictures in the correct column.]
6. Talk with your partner using the word *texture* and explain what you have learned about the word *texture* from the Word Chart.  
[Throughout this domain, encourage students to continue thinking about the word *texture*, and add additional pictures to the Word Chart.]

## 10 End-of-Lesson Check-In

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### *Retelling a Sequence of Events (Instructional Master 3B-1)*

- Remind students that today they learned about the two tradespeople who work together to make bread: the miller and the baker.
- Give students Instructional Master 3B-1. Explain that the images on the worksheet show four steps of making bread.
- Tell students to think about how bread is made. Ask them: “Which picture shows what happens first? Which picture shows what happens next or second? Then, which picture is next in the bread-making process? Which picture shows what happens last?”
- Ask students to arrange the images so they show, in order, the sequence of making bread. While students are working on their individual sequence, circulate around the room, and ask them to tell you or point out to you which picture comes first, second, third or next, and last. Encourage use of temporal words and tradespeople’s names.
- Before students glue the images on a separate piece of paper, have them double-check their order with you or their partner.
- Have students present their completed sequence to their partner or home-language peers.



# The Cloth Makers: Spinners and Weavers

## 4

### ✔ **Lesson Objectives**

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#### **Core Content Objectives**

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Students will:

- ✓ Describe spinners and weavers in a colonial town
- ✓ Identify tools used by spinners and weavers
- ✓ Identify cotton and wool as the original plant and animal products needed for making cloth
- ✓ Explain why colonial families would buy or barter for items made by tradespeople, instead of making the items themselves
- ✓ Demonstrate familiarity with nursery rhymes, such as “Pat-A-Cake” and “Baa, Baa, Black Sheep”

#### **Language Arts Objectives**

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The following language arts objectives are addressed in this lesson.

Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards that are addressed in all lessons in this domain.

Students will:

- ✓ Listen to and recognize a variety of texts, including the nursery rhymes related to trades during colonial times such as “Baa, Baa, Black Sheep” (RL.K.5)
- ✓ With prompting and support, identify the main topic and retell key details from “The Cloth Makers: Spinners and Weavers” (RI.K.2)
- ✓ With prompting and support, match nursery rhymes to their associated tradesperson based on information about tradespeople in the read-alouds (RI.K.3)
- ✓ With prompting and support, describe the role of an author and illustrator in a text about cloth makers (RI.K.6)
- ✓ Identify real-life connections between words—*garments*, *weaver*, and *fibers*—and their use (L.K.5c)

## Core Vocabulary

**garments, n.** Pieces or articles of clothing

*Example:* Jane and her mother bought three garments from the store, two shirts and a pair of pants.

*Variation(s):* garment

**loom, n.** A machine for weaving yarn or thread into cloth

*Example:* The weaver used a loom to weave yarn of every color into a blanket.

*Variation(s):* looms

**spinners, n.** Tradespeople who twist cotton, flax, and wool into thread and yarn using a spinning wheel

*Example:* The spinners worked all day long to produce yarn using their spinning wheels.

*Variation(s):* spinner

**weavers, n.** Tradespeople who make cloth from thread or yarn by weaving the strands together on a loom

*Example:* The weavers were making a rug using their loom to weave the wool yarn together.

*Variation(s):* weaver

Vocabulary Chart for The Cloth Makers: Spinners and Weavers			
Core Vocabulary words are in <b>bold</b> . Multiple Meaning Word Activity word is <u>underlined&gt;</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics&gt;</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
<b>Understanding</b>	carder cotton fibers* <b>spinners</b> treadle <b>weavers</b> wool yarn	colonial <b>garments</b> materials tool	cloth/clothes sheep
<b>Multiple Meaning</b>	<b>loom</b> shuttle thread <i>weave</i>	step	
<b>Phrases</b>	cotton boll made by hand spinning wheel		
<b>Cognates</b>	algodón fibras*	colonial material	

## ***Image Sequence***

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This is the order in which Flip Book images will be shown for this read-aloud. Preview the order of Flip Book images before teaching this part of the lesson. Please note that it differs from the sequence used in the *Tell It Again! Read-Aloud Anthology*.


1. 4A-1: Making cloth at home
2. 4A-2: Shearing a sheep
3. 4A-3: Cotton boll
4. 4A-5: Spinning wheel
5. 4A-6: Woman spinning
6. 4A-7: Close-up of cloth
7. 4A-8: Weaving loom
8. 4A-9: A cloth-making factory today





# The Cloth Makers: Spinners and Weavers

# 4A

<i>At a Glance</i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>What Have We Already Learned?</b>	Town Map	15
	<b>Introducing the Cloth Makers</b>	cloth samples and clothing samples	
	<b>Vocabulary Preview: Garments, Weave</b>		
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>The Cloth Makers: Spinners and Weavers</b>	Image Cards 5 and 7 Town Map; wool cloth or ball of wool yarn; cotton cloth or ball of cotton yarn; class set of magnifying glasses	10
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>		10
	<b>Word Work: Fibers</b>	fabric samples: cotton, wool, silk, linen (flax), burlap (jute); class set of magnifying glasses; drawing paper and drawing tools	
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Nursery Rhymes Match-Up</b>	Town Map; Instructional Master 4B-1; scissors	15
	<b>Domain-Related Trade Book</b>	trade book related to cloth makers; Suggested items: 1, 3, and 8	

### ***Advance Preparation***

Bring in samples of the following cloth: cotton, wool, linen, burlap, and silk. Pass around these samples for students to touch throughout the lesson. **Note:** Be sure to check with your school’s policy regarding food distribution and allergies.

Prepare a class set of magnifying glasses for students to look at the fibers and thread of the cloth and to see up-close how cloth is woven.

For Nursery Rhymes Match-Up, make a copy of Instructional Master 4B-1 for each student. Students will match nursery rhymes to a colonial

tradesperson they have learned about.

Find a trade book related to cloth makers to read aloud to the class.

**Note to Teacher**

This lesson is about how cloth for clothing was made during colonial times. Encourage students to consider how their own clothing was made. Emphasize that before clothes can be made, there needs to be cloth. Tell students that they will hear how cloth was made during colonial times.

Be sure to have plenty of samples of fabrics for students to touch and examine. You may wish to designate a certain area of the classroom for this.

You may wish to introduce your students to the cloth-making process during colonial times using the six-minute video, *From Fleece to Loom*, produced by Colonial Williamsburg, a living-history museum, in Williamsburg, Virginia.

<http://www.history.org/media/videoplayer/>

Select the *Vodcast* category on the menu on the left-hand side of the page. Select the video *From Fleece to Loom*.

In addition, help students visualize the process of making cloth by showing them short video clips of how a spinning wheel works and how a loom works. Preview all videos and information before presenting them to the class. Consider watching selected scenes and short clips from longer videos to help students conceptualize life during the colonial period.

## **Introducing the Read-Aloud**

**15** minutes

### **What Have We Already Learned?**

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- Remind students that they learned about two colonial tradespeople in the last read-aloud: millers and bakers.
- Ask students: “What does a miller do?”
  - A miller grinds wheat and corn into flour.
- Ask: “What does a baker do?”
  - A baker uses flour to make bread, cakes, biscuits, and muffins to sell to customers.
- Using the Town Map, invite volunteers to point out and name the tradespeople’s shops.

**Note:** Shops marked with an asterisk have been covered already. If students are unable to name the shop, provide the name and tell them that they will learn about that trade in this domain. You may wish to have students add the store signs of the shops marked with an asterisk to their own Town Maps.

- The town square\*
  - The general store\*
  - The mill and river\*
  - The baker’s shop\*
  - The spinner’s shop
  - The weaver’s shop
  - The hatter’s shop
  - The dressmaker’s shop
  - The cobbler’s shop
  - The tailor’s shop
  - The blacksmith’s shop
- Say to students: “Tell your partner why farm families would pay or barter with tradespeople in town for items like nails or flour, instead of making the item themselves or doing the work at home.” Allow thirty seconds for partner pairs to talk. Call on two or three pairs to share.

### **Introducing The Cloth Makers**

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- Tell students that in today’s lesson, they will learn about two more tradespeople: the spinner and the weaver. The spinner and weaver helped with different steps in making cloth for clothing.

#### ***Songs and Chants***

- Tell students: “I am going to say two rhymes from colonial times. The first is “Baa, Baa, Black Sheep.” It is about collecting wool.” Students have heard “Baa, Baa, Black Sheep” in the *Nursery Rhymes and Fables* and again in the *Farms* domains. Explain to students that during colonial times, families needed wool to spin into yarn that they then made into cloth.

- Recite or sing “Baa, Baa, Black Sheep” with the class.

*Baa, baa, black sheep,*

*Have you any wool?*

*Yes, sir, yes, sir,*

*Three bags full.*

*One for my master, and one for my dame,*

*And one for the little boy who lives down the lane.*

- Tell students: “The second rhyme from colonial times is about a weaver. A weaver is a tradesperson who uses yarn to make cloth. The tool a weaver uses is called a loom, and on the loom there is something called a shuttle. The weaver moves the shuttle back and forth. The shuttle makes the sound *whickity, whickity, click and clack.*” Have students practice the sound while moving their hands side to side like they are moving the shuttle.
- Have students repeat the nursery rhyme after you.

*Down in a cottage lives Weaver John,*

*And a happy old John is he.*

*Maud is the name of his dear old dame,*

*And a blessed old dame is she.*

*Whickity, whickity, click and clack,*

*How the shuttles do dance and sing.*

*Here they go, there they go, forth and back,*

*And a whackity song they sing.*

### ***Making Connections***

- Tell students: “Clothing is made out of fabric or cloth.” Hold up pieces of fabric, and pass the samples around for students to touch and feel. Have students repeat the words *fabric* and *cloth* with you.
- Remind students that in colonial times families made their own clothing, but before they could make clothing, they had to make or buy cloth first. Emphasize that clothing is made from cloth.
- Pass around clothing for students to touch and feel. Students should be able to identify the type of clothing (i.e., t-shirt, hat, jeans, scarf, jacket).

- Tell students: “As a class, we are going to sort the cloth and the clothing into two groups: one group for cloth, and one group for clothing.” One by one, hold up the samples of fabric and pieces of clothing. Invite student volunteers to put all the cloth in one group and all the clothing in another.
- Have partner pairs discuss their observations about the differences between cloth and clothing.

## Vocabulary Preview

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### **Garments**

1. Today you will learn about how tradespeople made *garments* in early America.
2. Say the word *garments* with me three times.
3. Garments are pieces of clothing.
4. Jane and her mother bought three garments from the store, two shirts and a pair of pants.
5. Tell your partner what kind of garments you are wearing today. Try to use the word *garments* when you talk to your partner.

### **Weave**

1. You will learn that colonial farm families *weave* their own fabric to make their clothing.
2. Say the word *weave* with me three times.
3. To *weave* is to combine strands of thread or yarn in an alternating pattern in order to make cloth. To *weave* can also mean to move back and forth between something.
4. During colonial times, families used the wool from their sheep to *weave* warm fabric for winter clothing.
5. Do you think that it took colonial families a long time or a short time to *weave* their own cloth? Do you think it is easy to *weave* your own cloth? [Tell students to listen carefully to the read-aloud for the answer.]

## Purpose for Listening

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Tell students that the main topic, or main idea of this read-aloud, is how cloth was made during colonial times. Tell them to listen carefully to learn about the jobs of two colonial tradespeople: the spinner and the weaver.

By the end of this lesson, students should be able to do the following:

- ✓ Describe spinners and weavers in a colonial town
- ✓ Identify tools used by spinners and weavers
- ✓ Identify cotton and wool as the original plant and animal products needed for making cloth
- ✓ Explain why colonial families would buy or barter for items made by tradespeople, instead of making the items themselves



### The Cloth Makers: Spinners and Weavers

#### ◀ Show image 4A-1: Making cloth at home

During colonial times, farm families used **looms** like the one in this image to make their own cloth. Farm families used materials from their own farms.

[Invite volunteers to guess which materials from farms are used to make cloth.]

[Show Image Card 7 (Wool).]

This is wool. Wool from sheep was a common material from colonial farms.

[Have students repeat the word *wool* with you. Pass around a sample of wool cloth or a ball of wool yarn for students to feel.]

[Show Image Card 5 (Cotton).]

Some early American farmers also grew cotton plants. Cotton was also a common material from colonial farms.

[Have students repeat the word *cotton* with you. Pass around a sample of cotton cloth or a ball of cotton yarn for students to feel.]

Today, farmers still raise sheep for wool and grow cotton plants for cotton.

There were many steps to making wool or cotton into cloth. Colonial families needed cloth to make their **garments**. **Garments** are pieces of clothing like a t-shirt, a jacket, and a pair of pants. Making cloth for garments was hard work and took a long time.

To save time, some farmers would take their wool or cotton to town and have tradespeople make cloth for them.

First they would take their wool or cotton to a tradesperson called a **spinner**. The **spinner** would turn the wool or cotton into yarn or thread.

[Have students repeat the word *spinner* with you. Add a spinner's shop to the Town Map. Use a spinning wheel image, or draw one to represent the trade.]

Next the farmer would take the spun yarn or thread to another tradesperson called a **weaver**. The **weaver** would use a **loom** to

make cloth. The **loom** is a tool that helps the **weaver** make more cloth at one time than a farmer and his family could make by themselves.

[Have students repeat the word *weaver* with you. Add a weaver's shop to the Town Map. Use a loom to represent the trade.]



← **Show image: 4A-2: Shearing a sheep**

Before going to town, the farmer has to collect materials from his farm with which to make cloth.

What animal do you see in this image?

[Call on two students to answer.]

The farmer has to shear—or shave—the wool from the sheep. Sheep grow new wool each year and need to be sheared each spring. Shearing the sheep's wool was the first step in making wool yarn that could be made into cloth.



← **Show image: 4A-3: Cotton boll**

What kind of plant do you think this is?

[Call on two students to answer.]

This is a field of cotton plants. Each plant has a cotton boll or seed pod.

[Point to the boll or seed pod in the picture.]

This part of the cotton plant could be used to make thread. The first step in making cotton thread was to pick the cotton balls one by one. This had to be done by hand. Then the cotton had to be pulled apart and cleaned to get out any seeds or dirt.

Once the materials have been collected and washed. The farmer could bring the wool and cotton to a **spinner**.



← **Show image 4A-5: Spinning wheel**

The **spinner** uses a tool called a spinning wheel to spin the wool or cotton into yarn.

[Point to the spinning wheel.]

Why do you think this tool is called a spinning wheel?



[Call on two students to answer.]

A spinning wheel could turn large amounts of fibers from the wool and cotton into thread or yarn. The **spinner** would step on the treadle [TRED-ull] to make the big wheel spin.



← **Show image 4A-6: Woman spinning**

This **spinner** is making yarn using a spinning wheel.

If a farm family had enough money or goods to trade, they might buy or barter for thread or yarn from the **spinner** and then weave it into cloth at home. Buying thread or yarn from a **spinner** saved the farm family time.



← **Show image 4A-7: Close-up of cloth**

If the farm family wanted to save more time, they could take the yarn or thread to a tradesperson called a **weaver**. The **weaver's** job was to weave yarn or thread into cloth.

Cloth is made of little rows of thread.

[Point out the rows of thread.]

If you look at the clothing or garments you are wearing, you will see that the cloth is made up of lots of little rows of threads, just like in this picture.

[Pause to allow students to examine their clothing. Pass around magnifying glasses for students to look for threads in their clothing.]

All the rows follow the same pattern: some are going up the cloth and some are going across the cloth.

[Have students repeat *going up* and *going across* with you while moving their arms in the same direction.]



← **Show image 4A-8: Weaving loom**

The **weaver** uses a **loom**. A **loom** is a machine for weaving yarn or thread into cloth. The **weaver** uses the **loom** to weave cloth with threads that are going up and threads that are going across.

[Point out the threads going up and the finished cloth with the threads going across.]

Just like the foot pedal on the spinning wheel, there are two or more treadles on a **loom**. The **weaver** uses the treadles to control the **loom** and uses a special piece called a shuttle to carry the yarn or thread back and forth from one side of the **loom** to the other. The shuttle makes a *whickity, whickity, click and clack* sound.

This is the last step to make wool and cotton fibers into cloth.

Is making cloth by hand a short or a long process? Hold up one finger if you think making wool cloth by hand is a short process and two fingers if you think it is a long process.

[Visually survey student answers.]



← **Show image 4A-9: A cloth-making factory today**

Tell your partner if you think this is a picture from today or from colonial times. How can you tell?

[Allow fifteen seconds for partner pairs to talk. Call on two or three pairs to share.]

Today, most cloth is made in factories using powerful machines. The machines in factories spin and weave cloth just like the **spinners** and **weavers** did by hand long ago, only much faster!

## ***Discussing the Read-Aloud***

**10** minutes

### **Comprehension Questions**

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Encourage students to answer in complete sentences. Model answers using complete sentences for students.

1. *Literal* What is today's lesson about?
  - Today's lesson is about how cloth was made during colonial times.
2. *Literal* What types of material from a farm could be used to make cloth?
  - Cotton and wool could be used to make cloth.



← **Show image 4A-5**

3. *Literal* What is the name of this tool? Which tradesperson used this tool? What does this tool do?
  - This tool is a spinning wheel. A spinner used this tool to spin wool or cotton into thread or yarn.



← **Show image 4A-8**

4. *Literal* What is the name of this tool? Which tradesperson used this tool? What does this tool do?
  - This tool is a loom. A weaver used this tool to make cloth from thread or yarn.
5. *Inferential* Why did farm families choose to pay for or barter for yarn or cloth, instead of making their own at home?
  - It saved the farm families time and effort.
6. *Literal* How is much of our cloth made today?
  - Much of our cloth is made by machines in factories.

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your partner and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

**Sentence Frames**

Would you like to be a spinner/  
weaver? (Yes/No)

I would rather be a \_\_\_\_\_  
because . . .

7. *Evaluative Think Pair Share:* Imagine you could be a tradesperson living during colonial times. Tell your partner if you would rather be a spinner or a weaver and why.
8. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

## Word Work: Fibers

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1. In the read-aloud you heard, “A spinning wheel could turn large amounts of *fibers* from the wool and cotton into thread or yarn.”
2. Say the word *fibers* with me.
3. Fibers are string-shaped pieces of material that can be spun together to make thread.
4. Wool and cotton are fibers used to make cloth.
5. [Hold up a magnified fabric sample.] Can you see the fibers on the cloth? What do they look like?
6. What is the word we have been talking about?

Use a *Word to World* activity for follow-up. Directions: I will give each of you a piece of cloth. Use a magnifying glass to see the fibers up close. Quickly draw what the fibers look like through the magnifying glass. Then compare your drawing with your partner’s drawing.



**Complete Remainder of the Lesson Later in the Day**



# The Cloth Makers: Spinners and Weavers

4B

## Nursery Rhymes Match-Up (Instructional Master 4B-1)

- Have student volunteers locate the shops for the miller, baker, spinner, and weaver on the Town Map.
- Give students Instructional Master 4B-1, and have students cut out the four images. Help students match the images to the corresponding shops on the Town Map.
- Explain that you are going to read four nursery rhymes about tradespeople who made bread or cloth. Tell students to listen carefully to each rhyme and match the rhyme to one of the four images. Tell students to hold up the image of the tradesperson or tradespeople they think the nursery rhyme is about. [Students may also write the number of the nursery rhyme in the box at the corner of each image.]
- Read each nursery rhyme aloud, and pause to visually survey student responses for the appropriate tradesperson. Call on one or two students to name the tradesperson and to tell how they knew the rhyme was about that tradesperson.

1. *Blow, wind, blow; and go, mill, go,*

*That the miller may grind his corn;*

*That the baker may take it,*

*And into rolls make it*

*And send us some hot in the morn.*

(the miller or the baker)

2. *Baa, baa, black sheep,*

*Have you any wool?*

*Yes, sir, yes, sir,*

*Three bags full.*

*One for my master, and one for my dame,*

*And one for the little boy who lives down the lane.*

(the spinner)

3. *Down in a cottage lives Weaver John,  
And a happy old John is he.  
Maud is the name of his dear old dame,  
And a blessed old dame is she.  
Whickity, whickity, click and clack,  
How the shuttles do dance and sing.  
Here they go, there they go, forth and back,  
And a whackity song they sing.*

(the weaver)

4. *Pat-a-cake, pat-a-cake, baker's man,  
Bake me a cake as fast as you can;  
Roll it and pat it and mark it with a B,  
And put it in the oven for baby and me.*

(the baker)

### Domain-Related Trade Book

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- Refer to the list of recommended trade books in the Introduction at the front of this *Supplemental Guide*, and choose one trade book related to cloth makers to read aloud to the class. The recommended text: *Charlie Needs a Cloak* by Tomie dePaola. In this story, Charlie, a shepherd, needs a new cloak and sets about making his own from shearing the sheep to weaving the fabric to sewing the cloak. Other trade book suggestions for this activity are items 3 and 8 from the trade book list.
- Explain to students that the person who wrote the book is called the author. Tell students the name of the author. Explain to students that the person who makes the pictures for the book is called an illustrator. Tell students the name of the illustrator. Show students where they can find this information on the cover of the book or on the title page.
- As you read, use the same strategies that you have been using when reading the read-aloud selections in this anthology—pause and ask text-based questions to ensure comprehension; rapidly clarify critical vocabulary within the context of the read-aloud; etc.

- After you finish reading the trade book aloud, lead students in a discussion as to how the story or information in this book relates to the read-alouds in this domain.



# Dressmakers, Tailors, Hatters, and Cobblers

## 5

### ✔ **Lesson Objectives**

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#### **Core Content Objectives**

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Students will:

- ✓ Describe dressmakers, tailors, hatters, and cobblers in a colonial town
- ✓ Identify the tools used by dressmakers, tailors, hatters, and cobblers
- ✓ Explain that ready-made clothing was not available for sale in colonial shops; clothing was made to fit each customer exactly
- ✓ Explain why colonial families would buy or barter for items made by tradespeople, instead of making the items themselves

#### **Language Arts Objectives**

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The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards that are addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, identify the main topic and retell key details from “Dressmakers, Tailors, Hatters, and Cobblers” (RI.K.2)
- ✓ With prompting and support, use the information from the read-aloud to describe the connection between tradespeople and the tools that they used (RI.K.3)
- ✓ With assistance, categorize and organize facts and information about colonial clothes makers onto a chart (W.K.8)
- ✓ Describe familiar things, such as clothing; with prompting and support, provide additional detail (SL.K.4)
- ✓ Produce and expand complete sentences in a shared-language activity (L.K.1f)



- ✓ Identify new meanings for the word *cobbler*, and apply them accurately (L.K.4a)
- ✓ Identify real-life connections between words—*custom made*, *patterns*, *measure*, *cobbler*, and *expert*—and their use (L.K.5c)

## Core Vocabulary

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**breeches, n.** Men’s pants that came down to just below the knee

*Example:* During colonial times, men and boys wore breeches with long, wool socks.

*Variation(s):* none

**fabric, n.** Cloth that comes in a variety of colors and textures

*Example:* Allie chose silver fabric for her spacesuit costume.

*Variation(s):* fabrics

**fastened, v.** Attached or joined together

*Example:* I fastened my seatbelt before my father started to drive.

*Variation(s):* fasten, fastens, fastening

**measure, v.** To find out the size or amount of something using a particular tool

*Example:* I used a ruler to measure the length of my pencils.

*Variation(s):* measures, measured, measuring

**patterns, n.** Guides or models that should be followed when making something

*Example:* My aunt had several patterns for sewing skirts.

*Variation(s):* pattern

<b>Vocabulary Chart for Dressmakers, Tailors, Hatters, and Cobblers</b>			
Core Vocabulary words are in <b>bold</b> . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
<b>Type of Words</b>	<b>Tier 3</b> Domain-Specific Words	<b>Tier 2</b> General Academic Words	<b>Tier 1</b> Everyday-Speech Words
<b>Understanding</b>	apprentice bonnet <b>breeches</b> dressmaker <b>fabric</b> hatter leather sew shoemaker tradesperson	expert* <b>fastened</b>	clothing dress farmer hat needle scissors shoe time
<b>Multiple Meaning</b>	brim <u>cobbler</u> lace tailor	<b>measure*</b> <b>patterns</b>	
<b>Phrases</b>	<i>custom made/</i> made-to-order measuring tape		
<b>Cognates</b>	aprendiz bonete <b>fábrica</b>	experto* <b>medir*</b>	tiempo

## **Image Sequence**


This is the order in which Flip Book images will be shown for this read-aloud. Please note that it uses the same image sequence as the *Tell It Again! Read-Aloud Anthology*.

1. 5A-1: Group of people walking from church
2. 5A-2: Colonial clothing
3. 5A-3: Sewing notions
4. 5A-4: Crocheted lace
5. 5A-5: Tailor
6. 5A-6: Colonial hats
7. 5A-7: Shoemaker
8. 5A-8: Antique cobbler's tools
9. 5A-9: A department store of today



# Dressmakers, Tailors, Hatters, and Cobblers

5A

<i>At a Glance</i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>What Have We Already Learned?</b>	Town Map; Materials to make a Clothing Makers Chart: chart paper; markers; tape	15
	<b>Introducing the Clothes Makers</b>	images of colonial dressmakers, tailors, hatters and cobblers	
	<b>Vocabulary Preview: Custom Made, Patterns</b>	patterns for sewing	
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>Dressmakers, Tailors, Hatters and Cobblers</b>	Town Map; Clothing Makers Chart; realia: pattern for sewing a dress, measuring tape, leather shoe, thread, needle, iron	10
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>		10
	<b>Word Work: Measure</b>	classroom objects for measuring; sets of one-inch measuring cubes or 12-inch rulers	
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Multiple Meaning Word Activity: Cobbler</b>	Poster 4M (Cobbler)	15
	<b>Syntactic Awareness Activity: Sentence Builder</b>		
	<b>Vocabulary Instructional Activity: Expert</b>	Image Cards 4 and 16; chart paper; markers; pictures of colonial tradespeople and their products (see suggestions); tape	
	<b>End-of-Lesson Check-In</b>		

## ***Advance Preparation***

Create a Clothing Makers Chart, using the completed chart on Instructional Master 5A-1 as a guide. When possible, use a drawing or an Image Card instead of a word. During *What Have We Already Learned?* fill in relevant information for the spinner and weaver. Information for the

dressmaker, tailor, hatter and cobbler will be filled in during the read-aloud. Leave this chart up so that students can easily refer to it.

For Introducing the Clothes Makers, find pictures of colonial clothes makers (i.e., dressmakers, tailors, hatters, and cobblers) to show students.

For Vocabulary Preview, bring in several patterns for different types of clothing.

For Presenting the Read-Aloud, bring in realia and props related to clothes makers (e.g., sewing patterns, measuring tape, needle, thread, iron).

For Word Work, prepare several classroom objects for students to measure, and have a classroom set of one-inch measuring blocks or 12-inch rulers.

For the Vocabulary Instructional Activity, make a two-column chart labeled *Expert* on the left and *Made* on the right. Find images of colonial tradespeople and the products that they made: miller/flour; baker/bread; spinner/yarn; weaver/cloth; dressmaker/dresses; tailor/breeches; hatter/hats; and cobbler/shoes.

## ***Introducing the Read-Aloud***

**15** minutes

### **What Have We Already Learned?**

---

- Remind students that they learned how the spinners and weavers in colonial towns helped farm families make cloth.
- Using the Town Map, invite volunteers to point out and name the tradespeople's shops.

**Note:** Shops marked with an asterisk have been covered already. If students are unable to name the shop, provide the name and tell them that they will learn about that trade in this domain. You may wish to have students add the store signs of the shops marked with an asterisk to their own Town Maps.

- The town square\*
- The general store\*
- The mill and river\*
- The baker's shop\*

- The spinner’s shop\*
  - The weaver’s shop\*
  - The hatter’s shop
  - The dressmaker’s shop
  - The cobbler’s shop
  - The tailor’s shop
  - The blacksmith’s shop
- Say to students: “Tell your partner why farm families would pay or barter with tradespeople in town to spin their wool or weave their cloth instead of spinning their own wool or weaving their own cloth.” Allow thirty seconds for partner pairs to talk. Call on two or three pairs to answer.
  - Tell students: “Today you are going to learn about tradespeople who made clothing by cutting out and sewing the pieces of cloth made by farm families or spinners and weavers.”
  - Show students the Clothing Makers Chart. Tell students that they will use this chart to keep track of information about the different tradespeople related to making clothes. Point to and name the header for each row: *Symbol, Makes, Tools, Could Farm Families Make This Item?, Does This Trade Still Exist Today?*
  - Once students are clear about the information that goes in each row, fill in the information for the spinner and the weaver. [Refer to Instructional Marker 5A-1 for an example of a completed chart.]

### **Introducing the Clothes Makers**

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- Tell students that they will learn about four tradespeople who made clothes during colonial times: the dressmaker, the tailor, the hatter, and the cobbler.
- Tell students: “During colonial times, all the hats, shoes, and garments were made to order for the customer. When something is made for just one person and there are no items just like that, we say it is *made-to-order*. Made-to-order clothing, for example, is made to the exact size of the person who will wear the garment.”
- Tell students that during colonial times, customers had to go to a different tradesperson to have each item made. The dressmaker

made dresses, the tailor made men’s and women’s clothing, the shoemaker made shoes, and the hatter made hats.

[Support student understanding of the colonial tradespeople by showing period-specific images for each trade.]



← **Show image 5A-2: Colonial clothing**

- Help students remember the names of the different tradespeople by teaching them the following chant. Say to students: “Repeat this chant after me.”

*Go to the dressmaker for a made-to-order dress.* [Point to the dresses.]

*Go to the shoemaker for a pair of made-to-order shoes.* [Point to the men’s and women’s shoes.]

*Go to the tailor for made-to-order breeches.* [Point to the men’s pants.]

*Go to the hatter for a made-to-order hat.* [Point to the men’s hats and the women’s bonnets.]

*Our garments are made-to-order. And that is that!*

## **Vocabulary Preview**

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### ***Custom Made***

1. Today you will learn that colonial clothing was *custom made* for the customer.
2. Say the words *custom made* with me three times.
3. When something is made for just one person and there are no items just like that, we say it is a *custom-made* item. *Custom-made* is another way to say *made-to-order*. Custom-made clothing, for example, is made to the exact size of the person who will wear the garment.
4. My uncle’s new suit was custom made for him by a tailor.  
Today most of our clothing is not custom made.
5. Tell your partner if you would like to have some clothing custom made to fit just you. If you could choose a kind of clothing that would be custom made just for you, what would it be?

### ***Patterns***

1. Today you will hear about how colonial tradespeople used *patterns* drawn on paper to help their customers imagine what their clothing would look like after it was sewn.

2. Say the word *patterns* with me three times.
3. Patterns are guides and models to be copied when you are making something.

[Show students some sewing patterns.]

**Note:** The word *patterns* is a multiple-meaning word that also means an arrangement of shapes, objects, or sounds that are in an order that happens over and over.

4. My mother used patterns to sew me a dress and make pants for my brother.
5. [Hold up different sewing patterns.] What kind of clothing will this pattern make?

### **Purpose for Listening**

---

Tell students that the main topic, or main idea of this read-aloud, is how clothing, hats, and shoes were made during colonial times. Tell them to listen carefully to learn about the jobs of four colonial tradespeople: the dressmaker, the tailor, the hatter, and the cobbler.

By the end of the lesson, students should be able to do the following:

- Describe dressmakers, tailors, hatters, and cobblers in a colonial town
- Identify the tools used by dressmakers, tailors, hatters, and cobblers
- Explain that ready-made clothing was not available for sale in colonial shops; clothing was made to fit each customer exactly
- Explain why colonial families would buy or barter for items made by tradespeople, instead of making the items themselves



## Dressmakers, Tailors, Hatters and Cobblers

### ← Show image 5A-1: Group of people walking from church

This colonial family is going out for a walk in their nicest clothing on a Sunday afternoon.

During colonial times, most farm families sewed their own clothing out of materials from their farms. Making clothing was hard work. Most people had only two outfits: clothing for chores, and clothing for Sunday. That was it!

People did not get new clothes until their old clothes were worn out and could no longer be repaired—or sewed or patched.

Some colonial families had money to buy clothing. They would go to town to have tradespeople make clothing for them. However, most children’s clothes were still made at home.

There was a different tradesperson for each type of clothing. Each tradesperson was an expert at what he or she made. A tradesperson was someone who focused on making one kind of thing and was really good at making it. During colonial times, experts began as apprentices—someone who works with a tradesperson to learn their trade. An apprentice would practice making the same thing over and over again for a long time, until he or she was very, very good at making that thing. An apprentice spinner might spin wool all day, every day for many years before he or she was good enough to be called an expert spinner.



### ← Show image: 5A-2: Colonial clothes

These colonial men are wearing **breeches**. **Breeches** were the knee-length pants that men wore in colonial times along with long, woolen stockings or socks.

These colonial women are wearing Sunday dresses. When colonial women needed a new dress, they could go to a dressmaker’s shop in town.

[Point to the dressmaker’s shop on the Town Map. Have students repeat the word *dressmaker* with you.]



At the shop, the dressmaker might show her one or two dresses to help her think about what she would like her dress to look like. But the dress she would buy would be made to order or custom made just for her.

The farmer's wife would select the **fabric**—or the type and color of cloth—she liked best before the dressmaker began making her dress. Then the dressmaker might show her some **patterns**. In colonial times, dress **patterns** were drawn on paper and showed what pieces of cloth would need to be sewn together to make a dress. Paper **patterns** are still in use today by dressmakers and people who enjoy sewing clothing.



[Show students a dress pattern.]

← **Show image: 5A-3: Sewing notions**

After the **fabric** and the **pattern** have been selected, the dressmaker would **measure** her to make sure the dress would be just the right fit.

Which tool do you think the dressmaker used to **measure**?

[Point to the measuring tape.]

What other tools do you recognize?

[Call on a few students to answer.]

The dressmaker would use a measuring tape to **measure** the woman's arms and legs, as well as her chest, neck, and waist to figure out how much cloth would be needed for the dress.

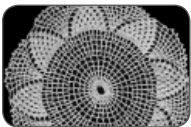
[Use a real measuring tape and demonstrate measuring a student's arm.]

The dressmaker would use scissors to cut the cloth into pieces.

[Have students make a cutting motion.]

Using a needle and thread, the dressmaker would hand stitch or sew the pieces of cloth into a dress.

[Have students make a sewing motion.]



← **Show image 5A-4: Crocheted lace**

The dressmaker might add something called lace to the dress. Lace is a light **fabric** decoration containing holes and usually made from one string of thread. During colonial times, lace was made by hand. The dressmaker might add a little bit of lace to the neck or bottom of a new dress to make it prettier.

The dressmaking process could sometimes take several weeks!

[Refer to the Clothing Makers Chart, and record student answers to the following questions.]

What did the dressmakers make?

- Dressmakers made dresses.

What tools did the dressmaker use?

- Dressmakers used needles, thread, scissors, and measuring tape.

Could a farm family make dresses at home?

- Yes, but it would take a lot of time and energy.

Are there still dressmakers today?

- Yes, there are still dressmakers today that make custom-made dresses by hand.



← **Show image 5A-5: Tailor**

This is a tailor. Tailors did the same kind of work as dressmakers, but they made clothing for both men and women. When colonial men needed new **breeches**, they could visit the tailor's shop in town.

[Have a volunteer point to the tailor's shop on the Town Map.]

Look closely at this drawing to see if you can find any tools a tailor might use.

[Point out and explain that the tailor would use the iron to smooth the fabric and that the box in his hand is probably full of pins to hold the fabric together when he sews.]

[Refer to the Clothing Makers Chart and record student answers to the following questions.]

What did tailors make?

- Tailors made men's and women's clothing.

What tools did tailors use?

- Tailors used an iron, measuring tape, scissors, pins, thread, and needles.

Could a farm family make the same clothing as the tailor at home?

- Yes, but it would take a lot of time and energy.

Are there still tailors today?

- Yes, there are still tailors today who make custom-made clothing for their customers.



← **Show image 5A-6: Colonial hats**

What are these colonial men and women wearing on their heads?

Most people in colonial times wore hats on their heads to keep their heads warm and dry, to keep the sun out of their eyes, and to protect their hair. Walking around bareheaded—or not wearing a hat—was considered rude. Being rude means being unkind to others by your actions, such as putting your feet on the table when people are eating.

[Have students repeat the word *rude* with you.]

Women wore soft bonnets—hats that were tied under the chin with a ribbon—and cotton caps.

[Point to the women’s hats. The hat with the green ribbon is a bonnet, and the hat on the right is a cotton cap.]

Can you guess the name of the tradesperson who made hats?

- The tradespeople who made hats were called hatters.

[Have a volunteer point to the hatter’s shop on the Town Map. Have students repeat the word *hatter* with you.]

A hatter is an expert at making hats. A hatter used beaver skin, wool, or camel fur to make hats. The hatter **fastened** together the material with special glue that he mixed himself. **Fastened** means held together or attached.

[Have students repeat *fastened* with you.]

Like clothing, hats were also made-to-order. Farmers would go to the hat shop and look at the **patterns** for hats. After the farmer selected the kind of hat he wanted, the hatter would **measure** his head.

[Take the measuring tape and measure a student’s head.]

Then the hatter would start making the made-to-order hat. It would take several days or even weeks before the hat would be ready to be picked up.

Today, most hats are made by machine. It is still possible to go to a hatter and have a custom hat made, but hatters can be difficult to find.

[Refer to the Clothing Makers Chart and record student answers to the following questions.]

What did the hatter make?

- The hatter made hats.

What tools did the hatter use?

- The hatter used glue and measuring tape. (The hatter also used scissors, pins, and patterns.)

Could a farm family make the same hats as the hatter at home?

- Some hats were easy to make at home, such as soft, cotton caps that women wore, but men's hats were more difficult to make at home, so many colonial men would buy their hats from a hatter.

Are there still hatters today?

- Being a hatter is a rare trade, today as most hats are made by machines.



← **Show image 5A-7: Shoemaker**

This is a cobbler's shop.

[Point to the cobbler, and have students repeat the word *cobbler* with you.]

Shoes were difficult for farm families to make themselves because they did not have the right tools. Instead of making shoes at home, they would visit the cobbler or shoemaker for some made-to-order shoes. All the cobbler's shoes were custom-made, just like the dressmaker's dresses, the tailor's clothing, and the hatter's hats.

Not all farmers had shoes, because they were so expensive—or cost a lot of money. If a farmer did have shoes, he might only have one pair and wear the same pair every day for months. If his shoes became broken, he would take the worn-out and broken shoes to the cobbler so that the cobbler could fix or repair the shoes. Cobblers spent as much time fixing old shoes as they did making new ones!



← **Show image 5A-8: Antique cobbler's tools**

This is a cobbler's workspace. The cobbler used many different tools to make shoes.

What tools does the cobbler use?

[Have student volunteers come up and point out and name, if possible, the tools the cobbler used. Point out the shoe forms, the hammer, the pliers, the scissors, the knife, and the thread.]

In early America, most shoes were made out of leather—the dried skin of a cow.

The cobbler would **measure** his customer's feet, cut the leather, and then sew the pieces together to fit the customer's feet just right.

During colonial times, shoemakers made shoes by sewing the leather pieces together using a needle and thread. Today, most shoes are made by machine, and many shoes are not made of leather.

[Refer to the Clothing Makers Chart, and record student answers to the following questions.]

What did the cobbler make?

- The cobbler made shoes.

What tools did the cobbler use?

- The cobbler used hammers, pliers, scissors, knives, and thread.

Could a farm family make the same shoes as the cobbler at home?

- Farm families could not make the same shoes as the cobbler at home because they did not have the proper tools.

Are there still cobblers today?

- Yes there are still cobblers today who make custom-made shoes.



← **Show Image 5A-9: A department store of today**

Turn and tell your partner whether this picture was taken from colonial times or taken recently. How can you tell?

[Allow fifteen seconds for students to talk. Call on two partner pairs to share.]

This woman is choosing clothing at a store. She can choose from many different types of garments that are already sewn. During colonial times, she would have had to be **measured** first and then wait a few weeks to get her new clothes.

Do you think it was hard work making clothes, shoes, and hats during colonial times? Hold up one finger for yes or two fingers for *no*.

[Visually survey student responses and call on one or two students to share.]

Making clothing, hats, and shoes was hard work. Farmers who had enough money were very happy to pay dressmakers, tailors, hatters, and cobblers to do the work for them!

### Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Encourage students to answer in complete sentences. Model answers using complete sentences for students.

1. *Literal* What is today's read-aloud about?
  - Today's read-aloud is about colonial clothes makers: the dressmaker, the tailor, the hatter, and the cobbler.
2. *Inferential* What does it mean when clothing is made to order or custom made?
  - That means it is made to the exact size of the person who will wear the garment.
3. *Literal* How does a tradesperson make sure the clothing will be made to fit his or her customer exactly?
  - The tradesperson uses a measuring tape to measure the customer.
4. *Literal* Which colonial tradesperson made clothing for women, and which colonial tradesperson made clothing for men and women?
  - A dressmaker made clothing for women. A tailor made clothing for men and women.
5. *Literal* Which tradesperson made or fixed shoes?
  - A cobbler made or fixed shoes.
6. *Inferential* Why did cobblers often fix old shoes instead of making new shoes?
  - New shoes cost a lot of money, and it was less expensive to have your old shoes fixed.
7. *Inferential* Why would a colonial farm family go to town to have a tradesperson, such as the dressmaker or the tailor, make them a garment, instead of making their own clothes at home?
  - Tradespeople in colonial towns saved farming families time and effort.

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your partner and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

### Sentence Frames

Is buying clothes today the same as buying clothes during colonial times? (Yes/No)

Buying clothes today is different from buying clothes during colonial times because . . .

Today, we buy clothes by . . .  
During colonial times, people bought clothes by . . .

8. *Evaluative Think Pair Share:* How is buying clothes, hats, and shoes today different from buying clothes, hats, and shoes during colonial times?
9. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

### **Word Work: Measure**

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1. In the read-aloud you heard that after the woman selected the fabric and the pattern for her dress, the dressmaker would *measure* her to be sure the dress she made fit the woman buying the dress.
2. Say the word *measure* with me.
3. When you measure something, you try to figure out the size (the length, height, or weight) of that thing.
4. The tailor used the measuring tape to measure the farmer's height.
5. Have you ever measured something before? What did you measure? What tool did you use to measure it with?  
[Ask two or three students. If necessary, guide and/or rephrase students' responses: "I measured \_\_\_\_\_ with a \_\_\_\_\_."]
6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to say some sentences. Listen carefully to what the person in the sentence is doing to see if they are really measuring something or not. If you think the sentence describes a way to measure, say, "That is a way to measure." If you think the sentence does not describe a way to measure, say, "That is not a way to measure." [Pantomime each activity to scaffold or support understanding of the question.]

1. Jose and Manuel stand back to back to see who is taller.
  - That is a way to measure.
2. Anna sits at her desk and thinks she has grown bigger.
  - That is not a way to measure.

3. The teacher uses a ruler to find out how long her desk is.
  - That is a way to measure.
4. Alexander looks at his desk and thinks about long it is.
  - That is not a way to measure.

***Extending the Activity: Word in Action***

- Have students measure common classroom objects using one-inch cubes or rulers.
- Tell students: “To measure the length—or how long something is—make a stack or a line of cubes starting from one end of the object, and keep adding cubes until the cubes reach the other end of the object. Count the number of cubes, and that is the length of the object.”
- [Demonstrate measuring an object using the cubes. Explain to students: “I am measuring \_\_\_\_\_. It is \_\_\_\_\_ cubes long.”]
- Assign each partner pair a station. Rotate pairs through the stations. Each partner should have a turn measuring the objects at each station and tell their partner the length of the objects. Encourage students to use the sentence frame: “I am measuring \_\_\_\_\_. It is \_\_\_\_\_ cubes long.” Or, if they are using rulers: “I am measuring \_\_\_\_\_. It is \_\_\_\_\_ inches long.”



**Complete Remainder of the Lesson Later in the Day**





# Dressmakers, Tailors, Hatters, and Cobblers

5<sub>B</sub>

## Extensions

15 minutes

### ↔ Multiple Meaning Word Activity

#### *Sentence in Context: Cobbler*

**Note:** You may choose to have students hold up one or two fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

1. [Show Poster 4M (Cobbler).] In the read aloud you heard about the *cobbler*, a colonial tradesperson who made and repaired shoes. Which picture shows this kind of cobbler?
2. *Cobbler* can also mean other things. A *cobbler* is a dessert made of cooked fruit covered with a thick crust. Which picture shows this kind of cobbler?
3. Now with your partner, make a sentence for each meaning of *cobbler*. Try to use complete sentences. I will call on some of you to share your sentences.

### ↔ Syntactic Awareness Activity

#### *Sentence Builder*

**Note:** The purpose of these syntactic activities is to help students understand the direct connection between grammatical structures and their use. These syntactic activities should be used in conjunction with the content presented in the read-aloud. There may be variations in the sentences created by your class. Allow for these variations, and restate students' sentences so that they are grammatical. If necessary, have students repeat your sentence.

Directions: Look at the picture. I will call on you one at a time to say a short sentence about the picture. Then we will put your sentences together to make a longer sentence.



← **Show image 5A-6: Colonial hats**

The man and the woman are wearing hats.

The man and woman are holding hands.

*The man and woman are wearing hats and holding hands.*

*The man wearing a hat is holding hands with the woman wearing a hat.*

The colonial family is going for a Sunday walk.

The colonial family is at the town square.

*The colonial family is going for a Sunday walk at the town square.*

*The colonial family is at the town square going on a Sunday walk.*

**Variation**

- ↗ Have students work with their partner to build longer sentences.  
Model how to take turns saying one thing at a time about the picture and how to combine their short sentences into one longer sentence.

↔ **Vocabulary Instructional Activity**

**Word Chart: Expert**

← **Show image 5A-5: Tailor**



1. In the read-aloud you heard, “Each tradesperson was an *expert* at what he or she made.”
2. Say the word *expert* with me three times.
3. An expert is someone who is very good at doing or making something or who knows a lot about a particular subject.
4. We will make a two-column chart for the word *expert*.  
[Point to the Word Chart, and read aloud the label on the left column—*Expert*—and the label on the right—*Made*. Show Image Card 16 (Baker).]
5. Who is this *expert*? What is she an expert at making?  
[Have a student tape the Image Card for the baker in the left column, *Expert*. Invite another student to tape Image Card 4 (Bread) in the right column *Made*. Repeat this process with the other colonial tradespeople images. Have different students place the pictures in the correct column.]

6. Talk with your partner using the word *expert* and what you have learned about the word *expert* from the Word Chart. Try to use complete sentences.

[Throughout this domain, encourage students to continue thinking about the word *expert*, and add additional pictures to the Word Chart.]

## 10 End-of-Lesson Check-In

### *The Clothes Makers*

Choose four students to focus on, and record their scores on the Tens Recording Chart. For this kind of informal observation, you should give a score of zero, five, or ten based on your evaluation of students' understanding and language use.

0	Emergent understanding and language use
5	Developing understanding and language use
10	Proficient understanding and language use

- Remind students that today they learned about four tradespeople: the dressmaker, tailor, hatter, and cobbler. They have also learned about the miller, the spinner, the weaver, and the baker. Tell students to listen to your riddles and decide which tradesperson your riddle is about.
- Ask students the following riddles to assess understanding of core content:
  1. I am the person in charge of a mill, a place where grains of wheat and corn are crushed by millstones into flour. Who am I?
    - I am a miller.
  2. I mix a special glue to fasten together beaver skin, wool, or camel fur to make a hat. Who am I?
    - I am a hatter.
  3. I sew dresses for women using a pattern, scissors, fabric, a needle, and thread. Who am I?
    - I am a dressmaker.
  4. I make clothing for men and women. I am an expert at making breeches. Who am I?
    - I am a tailor.

5. I am the tradesperson who turns cotton, flax, or wool into thread using a spinning wheel. Who am I?
  - I am a spinner.
6. I am the tradesperson who takes flour from the miller to make bread. Who am I?
  - I am a baker
7. I am a tradesperson who weaves yarn or thread into cloth using a loom. Who am I?
  - I am a weaver.
8. I am a tradesperson who makes shoes for your feet and fixes your old shoes when they have holes. Who am I?
  - I am a cobbler.



# The Elves and the Shoemaker

6

## ✔ Lesson Objectives

### Core Content Objectives

Students will:

- ✓ Describe the different kinds of tradespeople in a colonial town
- ✓ Identify the tools used by colonial tradespeople

### Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards that are addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, retell the fiction read-aloud “The Elves and the Shoemaker,” by arranging six images from the read-aloud in proper sequence (RL.K.2)
- ✓ With prompting and support, use narrative language to describe the characters and setting of “The Elves and the Shoemaker” (RL.K.3)
- ✓ Listen to a variety of texts, including fairy tales such as “The Elves and the Shoemaker” (RL.K.5)
- ✓ With prompting and support, describe the role of an author and illustrator in a different version of “The Elves and the Shoemaker” (RL.K.6)
- ✓ Use images from “The Elves and the Shoemaker” to narrate the events in the read-aloud in the order in which they occurred (W.K.3)
- ✓ With assistance, categorize and organize facts and information comparing colonial tradespeople to present-day tradespeople on a Venn diagram (W.K.8)
- ✓ Identify real-life connections between words—*elves*, *stylish*, and *thrilled*—and their use (L.K.5c)

## Core Vocabulary

**attractive, *adj.*** Good-looking

*Example:* The sparkles on the dress looked attractive to Perla.

*Variation(s):* none

**elves, *n.*** Imaginary creatures that look like small people and have magical powers

*Example:* The elves ran around the store at night, trying to help the cobbler make some shoes.

*Variation(s):* elf

**poor, *adj.*** Having little money and few possessions or things

*Example:* The miller did not earn a lot of money and was poor, but he was happy working in his trade.

*Variation(s):* poorer, poorest

**rich, *adj.*** Having a lot of money and many possessions or things

*Example:* The king was rich and shared his wealth with the people of his kingdom.

*Variation(s):* richer, richest

**thrilled, *adj.*** Extremely happy and excited

*Example:* Jacob was thrilled when his best friend came to play.

*Variation(s):* none

Vocabulary Chart for The Elves and the Shoemaker			
Core Vocabulary words are in <b>bold</b> .			
Multiple Meaning Word Activity word is <u>underlined</u> .			
Vocabulary Instructional Activity words have an asterisk (*).			
Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
<b>Understanding</b>	<b>elves</b> gentleman leather shoemaker stitching suspenders trousers	<b>attractive</b> fashion graciously neatly peering <b>poor/rich</b> <i>stylish</i> <b>thrilled*</b>	clothes money shoe wife
<b>Multiple Meaning</b>		double pair	piece
<b>Phrases</b>	thrilled to pieces	no idea worn-out	
<b>Cognates</b>	<b>elfos</b>	<b>atractivo</b> graciosamente <b>pobre/rico</b> <i>con estilo</i> doble pareja	pedazo

## ***Image Sequence***

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This is the order in which Flip Book images will be shown for this read-aloud. Please note that it uses the same image sequence as the *Tell It Again! Read-Aloud Anthology*.

1. 6A-1: People passing by poor shoemaker's shop
2. 6A-2: Shoemaker
3. 6A-3: New pair of shoes
4. 6A-4: Gentleman buys shoes
5. 6A-5: Two new pairs of shoes
6. 6A-6: Bustling shop with rich shoemaker
7. 6A-7: Shoemaker, wife, and elves
8. 6A-8: Shoemakers wife makes clothes for elves
9. 6A-9: Elves



# The Elves and the Shoemaker

6A

<i>At a Glance</i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>What Have We Already Learned?</b>	Town Map; Clothing Makers Chart; Image 5A-7; Then/Now Venn diagram	15
	<b>Introducing “The Elves and the Shoemaker”</b>		
	<b>Vocabulary Preview: Elves, Stylish</b>		
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>The Elves and the Shoemaker</b>		10
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>		10
	<b>Word Work: Thrilled</b>		
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Sequencing the Story</b>	Instructional Master 6B-1; blank paper; scissors; glue or tape	15
	<b>Different Version/Same Story</b>	trade book version of “The Elves and the Shoemaker”	

## ***Advance Preparation***

For What We Have Already Learned? you may wish to add on to the existing Then/Now Venn diagram or create a separate Venn Diagram for the activity.

For Sequencing the Story, make a copy of Instructional Master 6B-1 for each student. They will sequence six images from the story. Students may use their completed sequence to retell the story.

For Different Version/Same Story, find a trade book version of “The Elves and the Shoemaker” to read aloud to the class.



## What Have We Already Learned?

- Remind students that they learned how the dressmakers and tailors saved colonial farm families time by sewing custom-made garments for them. Custom-made hats could also be bought or bartered for from the hatter in a colonial town. Shoes, an expensive item, were available for those who had enough money to buy them from the cobbler.
- Using the Town Map, invite volunteers to point out and name the tradespeople's shops.

**Note:** Shops marked with an asterisk have been covered already. You may wish to have students add the store signs of the shops marked with an asterisk to their own Town Maps.

- The town square\*
  - The general store\*
  - The mill and river\*
  - The baker's shop\*
  - The spinner's shop\*
  - The weaver's shop\*
  - The hatter's shop\*
  - The dressmaker's shop\*
  - The cobbler's shop\*
  - The tailor's shop\*
  - The blacksmith's shop
- Using the Clothing Makers Chart, invite volunteers to point out and name the tradespeople and the details recorded on the chart about each trade.

### *Then/Now Venn diagram: Shoes*

#### ← Show image 5A-7: Shoemaker

- Remind students that they heard, "Shoes were difficult for farm families to make themselves because they did not have the right tools. Instead of making shoes at home, they would visit the cobbler



or shoemaker for some made-to-order shoes. All the cobbler’s shoes were custom-made, just like the dressmaker’s dresses, the tailor’s clothing, and the hatter’s hats.”

- Tell students that they will make a Venn diagram to compare and contrast shoes *then*—or in the 1700s—and *now*, to show how the cobbler’s trade today is different from the cobbler’s trade in early American times. Remind students that *to compare* means to tell how things are similar, and *to contrast* is to tell how things are different.
- Ask students: “How were shoes made *then*, or long ago? How are shoes made *now*?”

Suggested entries:

- *Then* shoes were made by hand in the cobbler’s shop; *now* they are made by machine in a factory.
- *Then* shoes were custom made to fit the buyer; *now* they are made in standard sizes.
- *Then* shoes were very expensive; *now* there are many different prices for shoes.
- *Then* shoes were sold by the cobbler who made them; *now* shoes are sold by salespeople at stores.
- *Then* all shoes were made of leather; *now* shoes are made from different materials, not just leather.
- *Then* and *now*, cobblers repair shoes.

### Introducing “The Elves and the Shoemaker”

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- Tell students that in today’s lesson, they will hear a fairy tale about a cobbler who received some special help from some special people.

#### **Take a Picture Walk**

**Note:** You may wish to complete the vocabulary preview prior to the picture walk to help students understand the word *elves*.

- Tell students: “We are going to take a picture walk through some of the pictures in ‘The Elves and the Shoemaker’ together. The picture walk will help us learn about the story before I read the story to you.”
- Ask students: “What do you call the people or animals that are in the story?”
  - They are called characters.

- Ask students: “What do you call the time and place that a story happens?”
  - The time or place of a story is called the setting.



← **Show image 6A-2: Shoemaker**

- Tell students that this man makes shoes. Ask students: “What kind of tradesperson is this character?”
  - This character is a cobbler or shoemaker.
- Ask students: “Where do you think the setting of this story is?”
  - The setting of this story is in a colonial shoemaker’s shop.



← **Show image 6A-4: Gentleman buys shoes**

- Have students identify the cobbler or shoemaker and the gentleman or customer.
- Ask to students: “What is happening in this image?”
- Tell students that the gentleman is the cobbler’s customer. This gentleman has enough money to buy shoes from the cobbler.



← **Show image 6A-7: Shoemaker, wife, and elves**

- [Point to the elves.] Tell your partner something interesting about these little characters.
- Ask students: “There are four characters in this picture. Who do you think they are?”
  - The four characters are the shoemaker, his wife, and two elves.

## Vocabulary Preview

### *Elves*

1. In the fairy tale “The Elves and the Shoemaker,” the *e/ves* are helpers who show kindness to the shoemaker.
2. Say the word *e/ves* with me three times.
3. Elves are small make-believe people with magical powers—they can do special things that cannot be explained.
4. Some stories have characters that are elves. Can you think of a story you have heard that has elves in it? (for example, a story about elves in Santa’s workshop, or elves living in the woods)

5. Close your eyes and try to picture an elf in your head. Then describe the elf to your partner. Are your and your partner's elves similar or different?

### ***Stylish***

1. In today's read aloud, you will hear that the shoes made by the elves were more *stylish* than the shoes the shoemaker had made himself.
2. Say the word *stylish* with me three times.
3. Stylish means a popular look that many people want to have.
4. During colonial times, it was stylish to wear for men to wear hats.
5. During colonial times, it was stylish for men to wear breeches—knee-length pants—with wool socks that went up to their knees. Turn and tell your partner if breeches and wool socks are stylish for men to wear today. Try to use the word *stylish* when you speak to your partner.

### **Purpose for Listening**

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Tell students that today they will hear a fairy tale about a shoemaker who is having a hard time selling his shoes. Tell students to listen carefully to find out who helped him to make stylish shoes that many people wanted to buy.

By the end of the lesson, students should be able to do the following:

- ✓ Describe the different kinds of tradespeople in a colonial town
- ✓ Identify the tools used by colonial tradespeople
- ✓ Sequence the events in the story "The Elves and the Shoemaker"



## The Elves and the Shoemaker

### ← Show image 6A-1: People passing by poor shoemaker's shop

Once there was a shoemaker who had grown very **poor**—he had very little money—over the course of several years.

In the past, the shoemaker had been good at his trade; he made **attractive** shoes that looked very good and made his customers happy. But, unfortunately, fashions had changed over time, and the shoemaker's shoes had gone out of style. People didn't find them **attractive** anymore and did not want to buy them anymore. They preferred the shoes that the shoemaker in the next town made.

[Explain that fashions can change quickly, which can be difficult for tradespeople because they need to change what they make in order to keep their customers happy.]



### ← Show image 6A-2: Shoemaker

The shoemaker looked around at his shop. He had very few supplies left to make new shoes.

[Have students identify the tools and supplies the shoemaker had, including scissors, leather pieces, thread, and buttons.]

Since people had stopped buying his shoes, he wasn't making any money. Because he wasn't making any money, he wasn't able to buy new supplies.

He picked up the tiny bit of leather that he had left. He thought, perhaps, he would be able to squeak out one last pair of shoes before he closed his shop for good—forever.

[Ask students: "Why do you think the shoemaker needs to close his shop for good?" Explain that he needs to close his shop for good because he is not selling any shoes.]

He carefully cut out the pieces he needed and set them on his worktable. But he was too tired to work, so he yawned, kissed his wife goodnight, and went to bed.



← **Show image 6A-3: New pair of shoes**

The next morning, he rubbed his eyes, kissed his wife good morning, and went directly to his shop to work on that last pair of shoes. When he entered his shop, he stopped. He rubbed his eyes. There, on his worktable, where he'd left the pieces of shoe leather the night before, was a perfectly assembled pair of shoes—the shoes were put together just right!

The shoemaker picked up one of the shoes. The stitching was neat and **attractive**.

[Explain to students that the stitching on the shoe is a description of how the two pieces of leather were sewn together with the needle and thread. The stitching on the shoe was tidy and even. The stitching was also attractive, so customers might think the shoes looked good and want to buy them.]

The shoes were more stylish and interesting than the shoes the shoemaker himself made. But where on earth had the shoes come from? Who had made them? The shoemaker had no idea. The shoemaker asked his wife, but she also had no idea. Not knowing what else to do, the shoemaker picked up the shoes and placed them in his front window.

[Ask students: “Why did the shoemaker place the shoes in the front window?” (The shoemaker placed the new shoes in the front window so people would see them and think about buying the shoes.)]



← **Show image 6A-4: Gentleman buys shoes**

Just then, a gentleman walked by.

[Explain that in colonial times, a gentleman was a person with a lot of money.]

He stopped at the window and peered in.

[Demonstrate peering into a window by leaning over and putting your hands on the sides of your eyes. Have students pantomime peering while saying *peering* with you.]

He quickly opened the door and pointed to the new shoes. “I simply must have those shoes. What will you take for them?”

The shoemaker shrugged and gave his normal price. The man waved his arms excitedly. “No, no, no, those shoes are worth twice that much.” He insisted that the shoemaker take double his normal price for the new shoes.

[Explain that when you double something, you add the same amount again. For example, if the shoes cost one dollar and the shoemaker doubled the price, the shoes would cost two dollars.]

The shoemaker accepted the money graciously—he politely took the gentleman’s money with thanks.

As soon as the man walked out of the shop, the shoemaker clicked his heels, kissed his wife, and ran out the door to go to the leather shop. With the money he’d just been paid, he was able to buy enough leather for two new pairs of shoes.

Later that day, the shoemaker cut out the pieces to make two new pairs of shoes. But he was tired, so he yawned, kissed his wife goodnight, and went to bed.



← **Show image 6A-5: Two new pairs of shoes**

In the morning, the shoemaker found two new pairs of shoes, just like the pair he had found the day before. The stitching on both pairs was just as neat and **attractive** as the stitching on the previous pair, and the style was just as interesting.

He put the two new pairs in the front window.

[Ask: “Do you think people will come into his store to buy them?”]

The shoemaker was pleased when two gentlemen walked in within minutes and offered double the normal price for the two pairs of shoes.

[Remind students that double means two times as much.]

The shoemaker again clicked his heels, kissed his wife, and ran to the leather shop. He bought enough leather to make four new pairs of shoes. Again, he cut out the leather and went to bed.

[Turn and tell your partner what you think will happen next in the story.]

And, in the morning he found four new pairs of shoes.

Again, the shoes sold quickly for double the shoemaker’s normal price; and again, the shoemaker clicked his heels, kissed his wife, and ran to the leather shop to buy more leather.

### **Mid-story Check-In**

1. *Inferential* [Show Image 6A-1.] How did the shoemaker feel when no one wanted to buy the shoes he made? Answer by using what you heard from the story so far and this image.
  - The shoemaker felt sad when no one wanted to buy the shoes he made.
2. *Inferential* [Show Image 6A-5.] How did the shoemaker feel when he woke up to find fancy new shoes on his worktable? Answer by using what you heard from the story so far and this image.
  - The shoemaker felt surprised and happy.
3. *Inferential* How did the fancy new shoes change the shoemaker's life?
  - The shoemaker was able to sell the shoes and buy leather to make more shoes. He would not have to close his shop for good.



#### ← **Show image 6A-6: Bustling shop with rich shoemaker**

[Ask students: “How is the shoemaker’s shop in this image different from what it looked like at the beginning of the story?” (piles of coins on the table, many shoes on the shelves, and several customers in the shop)]

This went on and on and on until the shoemaker had sold so many pairs of shoes that he became a very **rich** man and had a lot of money.

One evening, just as he was about to kiss his wife goodnight, he suggested to her that they stay up and find out who was responsible for making all these shoes that had made them so **rich**. His wife thought that was a good idea, so the two of them hid in a dark corner of the shop and struggled to stay awake.

[Say to students: “The shoemaker and his wife are hiding, so no one can see them. What do you think they will see? Turn and tell your partner your prediction about what they might see.”]



#### ← **Show image 6A-7: Shoemaker, wife, and elves**

At about midnight, they saw two little **elves** enter the shop.

[Ask students to hold up one finger if they predicted the shoemaker and his wife would see the elves, or two fingers if they did not.]

The **elves** were wearing old, worn-out clothes, with holes in the elbows and knees.



[Point to the patches and holes in the elves' clothing, and explain that the elves' clothes are wornout. Tell students that *worn out* can also mean very tired. Have students repeat *worn-out* with you.]

They went straight to the leather and began to work, stitching together shoe after shoe after shoe. When they were done, they lined the shoes up neatly into pairs and then quietly left the shop.

The shoemaker and his wife were very surprised. “Who would have imagined that two little **elves** could make such stylish shoes?” the shoemaker said.

“Yes,” said his wife, “and yet, they have no shoes of their own, nor do they have decent—or nice—clothes for themselves. I would like to make them each a new set of clothes. It is the least we can do for all they have done for us.”

“That is a nice idea,” said the shoemaker.



← **Show image 6A-8: Shoemaker's wife makes clothes for elves**

So, the shoemaker's wife worked all day. She made two little shirts and two little pairs of trousers—or pants. She made two little pairs of socks and two little pairs of shoes. The little shoes looked exactly like little versions of the stylish shoes that the **elves** themselves made.

That night, the shoemaker and his wife laid out the new sets of clothes in the place where they usually set out the shoe leather. They hid in the corner to watch how their little **elven** friends would react when they saw their presents.

[Say to students: “Turn and tell your partner how you think the elves will feel when they find their new clothing, hats, and shoes.”]



← **Show image 6A-9: Elves**

[Say to students: “Turn and tell your partner how the elves look in their new clothes.”]

At midnight, the two **elves** entered the shop. They saw their new clothes and looked **thrilled** to pieces.

[*Thrilled* means really happy and excited. Have students repeat *thrilled* with you while acting out the word. Explain that *thrilled to pieces* is a saying that suggests the elves were so happy that they couldn't control their happiness.]

They quickly put everything on. Then they danced together.

“We are two fine little gentlemen now,” said one **elf**.

“Yes, we are,” said the other. “We are so fine that we could never think of working as shoemakers, ever again.”

They joined arms and skipped out of the shoemaker’s shop.

The shoemaker and his wife never saw the **elves** again. But, by this time, they had grown very **rich** and never had to make shoes again. And so they lived happily ever after.

## Discussing the Read-Aloud

10 minutes

### Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. Encourage students to answer in complete sentences. Model answers using complete sentences for students.

1. *Literal* Who are the most important or main characters in the story “The Elves and the Shoemaker”?
  - The main characters in the story are the shoemaker, his wife, and the elves.
2. *Inferential* What is the setting of the story—where and when did this story take place?
  - The setting of the story is in a shoemaker’s shop during colonial times.
3. *Literal* What material and tools did cobblers in a colonial town and the shoemaker in this story use?
  - They used leather, thread, and scissors.
4. *Inferential* Why did people stop buying the shoemaker’s shoes?
  - The shoemaker was not making stylish shoes. The shoemaker’s shoes did not seem attractive to customers.
5. *Literal* Who was making stylish shoes for the shoemaker while he was sleeping?
  - The elves made stylish shoes for the shoemaker.
6. *Evaluative* Why do you think the elves make stylish shoes for the shoemaker to sell?
  - Answers will vary.



← **Show image 6A-7: Shoemaker, wife, and elves**

7. *Inferential* Why did the shoemaker’s wife make new clothes, hats, and shoes for the elves?
  - The shoemaker and his wife saw that the elves were wearing old, worn-out clothes. The shoemaker’s wife wanted to thank the elves for making the shoes.
8. *Inferential* Why did the elves stop making shoes for the shoemaker after the shoemaker’s wife made them new clothes, hats, and shoes?
  - The elves decided they were gentlemen and that they should never make shoes again.

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your partner and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

9. *Evaluative Think Pair Share:* We have heard read-alouds about real tradespeople and real events from colonial times. But the story “The Elves and the Shoemaker” is fiction. What does *fiction* mean? Which parts of the story makes it fiction?
  - Fiction stories are made-up and about make-believe characters and events. Fiction stories are not real. Elves are make-believe characters. Elves making shoes for the shoemaker could not have happened.

### Word Work: Thrilled

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1. In the read-aloud you heard, “[The Elves] saw their new clothes and looked *thrilled* to pieces.”
2. Say the word *thrilled* with me three times.
3. When you are thrilled, you are very excited or happy.
4. Annie was thrilled to go to the baseball game with her father. Marquis felt thrilled after winning an award for his painting.
5. Have you ever felt thrilled? Tell your partner about a time you felt thrilled. Try to use the word *thrilled* when you tell about it.
  - [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “I felt thrilled when . . .”]
6. What’s the word we’ve been talking about?

Use an *Acting and Sharing* activity for follow-up. Directions: Think of a time when you felt thrilled. What did you say? How did you act? Turn to your partner and show him or her how you acted when you were thrilled.



### **Complete Remainder of the Lesson Later in the Day**



# The Elves and the Shoemaker

6<sub>B</sub>

## Extensions

15 minutes

### 10 Sequencing the Story (Instructional Master 6B-1)

- Remind students that the events in a story are called the plot.
- Review each of the six images. Have students describe what is happening in each image.
- Have students cut out the six images.
- Tell students that they will arrange the images in order to show the sequence of events in “The Elves and the Shoemaker.” Explain that when they sequence events, they show what happened first, next, and last. This is similar to retelling a story from beginning to middle to end.
- Students may work in small groups or with home-language peers to retell the story as they figure out the sequence.
- Check to see if students are able to correctly sequence the order of events. Once the images are correctly sequenced, they may glue or tape the images on a separate piece of paper.
- As students complete this activity, have them retell the story again, referring to their sequenced images.

### Different Version/Same Story

- Find a trade book version of the story “The Elves and the Shoemaker.” Remind students that “The Elves and the Shoemaker” is a fictional story about a cobbler—or shoemaker—that receives help from two elves. Tell students that this story has been told many different ways. Explain that you are going to read a different version of “The Elves and the Shoemaker.” Tell students to listen carefully to see if they can notice any differences between the two versions of the same story.
- Explain to students that the person who wrote the book is called the author. Tell students the name of the author. Explain to students that the person who makes the pictures for the book is called an illustrator. Tell students the name of the illustrator. Show students where they

can find this information on the cover of the book or on the title page.

- As you read, use the same strategies that you have been using when reading the read-aloud selections in this anthology—pause and ask text-based questions to ensure comprehension; rapidly clarify critical vocabulary within the context of the read-aloud; etc.
- After you finish reading the trade book aloud, lead students in a discussion as to how the story or information in this book relates to the read-alouds in this domain.



# Pausing Point

PP

## **Note to Teacher**

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You should pause here and spend one day reviewing, reinforcing, or extending the material taught thus far.

You may have students do any combination of the activities listed below, but it is highly recommended you use the Mid-Domain Student Performance Task Assessment to assess students' knowledge of colonial towns and townspeople. The other activities may be done in any order. You may also choose to do an activity with the whole class or with a small group of students who would benefit from the particular activity.

## **Core Content Objectives Up to This Pausing Point**

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Students will:

- ✓ Identify the key characteristics and differences between “towns” and “the country” or “countryside” during the colonial period of American history
- ✓ Explain that long ago, during the colonial period, families who lived on farms in the country were largely self-sufficient, and all family members had many daily responsibilities and chores
- ✓ List similarities and differences between present-day family life and colonial family life
- ✓ Identify reasons why people who lived in the country traveled to town
- ✓ Describe some features of colonial towns, such as the town square and tradespeople’s shops
- ✓ Name the different kinds of tradespeople found in a colonial town
- ✓ Explain why colonial families would buy or barter for items made by tradespeople, instead of making the items themselves
- ✓ Identify corn and wheat as the crops needed to make flour
- ✓ Describe the jobs of the miller and the baker in a colonial town

- ✓ Identify the tools used by millers and bakers
- ✓ Identify cotton and wool as the original plant and animal products needed for making cloth
- ✓ Describe the jobs of spinners and weavers in a colonial town
- ✓ Identify the tools used by spinners and weavers
- ✓ Describe the jobs of dressmakers, tailors, hatters, and cobblers in a colonial town
- ✓ Identify the tools used by dressmakers, tailors, hatters, and cobblers
- ✓ Explain that ready-made clothing was not available for sale in colonial shops; clothing was made to fit each customer exactly
- ✓ Demonstrate familiarity with “Baa, Baa, Black Sheep,” and “Pat-a-Cake”

## ***Student Performance Task Assessment***

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### **10 Tradespeople Assessment (Instructional Master PP-1)**

Directions: Look at the eight images at the top of the page. Can you think of the tradesperson that goes with each image?

[Help students to identify the tradespeople associated with each image: sacks of flour/miller; loaf of bread/baker; spinning wheel/spinner; loom/weaver; colonial dress/dressmaker; breeches/tailor; hat/hatter; leather shoe/cobbler.]

Now, I am going to say some riddles about the tradespeople you have learned about. After I read each riddle, look at the pictures in each row, and circle the picture related to the tradesperson my riddle is about.

1. I wake up early in the morning to bake fresh bread and cakes for my customers. Who am I?
  - the baker
2. I sew clothes for both men and women. I use a measuring tape to get the exact sizes of my customers. Who am I?
  - the tailor
3. I mix my own glue to make hats for my customers. Who am I?
  - the hatter



4. I work at a water mill. Farmers come to me with their wheat so I can grind it into flour for them. Who am I?
  - the miller
5. I show my customers patterns so they can choose which dress they would like me to custom make for them. Who am I?
  - the dressmaker
6. I use leather and special tools to make shoes for my customers. Who am I?
  - the cobbler
7. I take wool and cotton and turn them into yarn. Who am I?
  - the spinner
8. I use a tool called a loom to turn yarn into cloth. Who am I?
  - the weaver

## Activities

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### Image Card Review

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#### Materials: Image Cards 1–10

In your hand, hold Image Cards 1–10 fanned out like a deck of cards. Ask a student to choose a card but not show it to anyone else in the class. The student must then perform an action or give a clue about the picture s/he is holding. For example, for the image of flour, a student may pretend to be making bread. The rest of the class will guess what is being described. Proceed to another card when the correct answer has been given.

### Image Review

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Show the images from any read-aloud again, and have students retell the read-aloud using the images.

### Bread/Clothing Sort

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#### Materials: Image Cards 1–10

Place Image Cards 1–10 in random order on a table in front of the students. Have one group of students find the cards that have to do with baking bread and another group of students find the cards

that have to do with making clothes and shoes. Tell students to take the cards back to their desks.

Allow students to share which cards they have at their desks and how they relate to either baking bread or making clothes and shoes.

Students should sort cards into the following two groups:

Bread: Image Card 1 (Wheat), Image Card 2 (Corn), Image Card 3 (Flour), Image Card 4 (Bread)

Clothes and Shoes: Image Card 5 (Cotton), Image Card 6 (Flax), Image Card 7 (Wool), Image Card 8 (Yarn), Image Card 9 (Cloth), and Image Card 10 (Leather)

## Tools of the Trade

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**Materials: Flour, water, and yeast; old-fashioned butter churn; grindstone; spindle and carder; measuring tape; dough; etc.**

Students have heard about many tradespeople thus far. Bring in a variety of “tools of the trade” to show students and set up an interactive town square in the classroom. Create a station for each trade. Shops might include the baker’s, dressmaker’s, cloth maker’s, tailor’s, hatter’s, or cobbler’s. Before opening up the town square to interactive exploration, show students the tools one by one to review domain vocabulary and concepts learned. For example, the seamstress’s (dressmaker’s) shop might have cloth swatches and a measuring tape. (Review the word *measure*.) The baker’s shop might have flour, water, and yeast, plus modeling clay or real dough where students work the dough with their hands. (Review the word *kneaded* and the steps a baker takes to turn flour into dough, and then into bread.) As you introduce the tools of the trade, ask students which tradesperson uses that tool and what that person does.

### ***Recipe for Making Dough***

[Advance preparation required. **Note:** Be sure to check with your school’s policy regarding food distribution and allergies.]

In a 1-1/2 quart saucepan, cook over medium heat the following ingredients: 1 cup all-purpose flour, 2 teaspoons cream of tartar,

1/2 teaspoon salt, 1 cup water, 1 teaspoon vegetable oil, and 1 teaspoon vanilla (optional). Stir until hard, about 4 minutes, or until mixture forms a ball. Remove from pan and let stand for 5 minutes. Knead dough about 30 seconds until it is smooth and blended. Cool completely. Store in an airtight container in the refrigerator.

## Colonial Store Signs

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### **Materials: Instructional Master PP-2**

Make a copy of Instructional Master PP-2 for each student. Tell students that because many people long ago didn't know how to read, many shop signs during colonial times did not have words on them; they had pictures showing what each tradesperson did. This helped people who couldn't read words to know which shop was which. Tell students that good signs were simple pictures that could be seen from far away.

Show Image Card 4 (Bread). Ask students, "If this sign were outside a shop, who do you think would be working inside?" (baker)

Have students choose a tradesperson they have learned about and draw a store sign for that tradesperson to hang outside his or her shop.

## Domain-Related Trade Book

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### **Materials: Trade book**

Refer to the list of recommended trade books in the Introduction at the front of this teacher's guide, and choose a book from the list to read aloud to the class. As you read, use the same strategies that you have been using when reading the read-aloud selections in this anthology—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc.

After you finish, lead students in a discussion as to how the story or information in this book relates to the read-alouds in this domain. Explain to students that the person who wrote the book is called the author. Tell students the name of the author of the book. Explain to students that the person who makes the pictures for the book is called an illustrator. Tell students the name of the

illustrator. Show students where you can find this information on the cover of the book or the title page.

## Student Choice

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Ask students which read-aloud they have heard recently that they would like to hear again. They may choose a nonfiction read-aloud (“The Country Family,” “A Trip to Town,” “The Bread Makers: Millers and Bakers,” “The Cloth Makers: Spinners and Weavers,” or “Dressmakers, Tailors, Hatters, and Cobblers”) or the fiction story, “The Elves and the Shoemaker.” If necessary, read the titles and show key illustrations from previous read-alouds to help them make their choice. You may also want to choose one yourself.

Reread the text that is selected. Feel free to pause at different places in the read-aloud this time and talk about vocabulary and information that you did not discuss previously during the read-aloud. After the read-aloud, ask students if they noticed anything new or different during the second reading that they did not notice during the first reading. Also, ask them to try to express why they like this read-aloud. Remember to repeat and expand upon each response using richer and more complex language, including, if possible, any read-aloud vocabulary.

## You Were There: Colonial America

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Have students pretend to be tradespeople in Colonial America. Ask students to use what they have learned to imagine and then describe what they might see and hear as a tradesperson or townsperson. For example, a student may pretend to be a farmer and may talk about seeing very few people in the country and very few buildings; cream being churned into butter; etc. They may also talk about the sounds they hear on rare trips to town, the sounds their farm animals make, etc.

## Riddles for Core Content

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Ask the students riddles such as the following to review core content:

- I live in an area of land where there are few buildings and most of the land is farmland. Where do I live? (the country)
- I live in a place where there are many shops and tradespeople. Where do I live? (the town)

- I live in the country and grow my own crops, raise my own animals, and make my own butter. Who am I? (a farmer)
- I am a person who works in a job that requires special skills, knowledge, and tools. Who am I? (a tradesperson)
- I am the person in charge of a mill, a place where grains of wheat and corn are crushed by millstones into flour. Who am I? (a miller)
- I am the tradesperson who takes the flour from the miller and bakes it into bread. Who am I? (the baker)
- I am the tradesperson who turns cotton, flax, or wool into thread using a spinning wheel. Who am I? (a spinner)
- I am a tradesperson who weaves yarn or thread into cloth. Who am I? (a weaver)

## **Class Book: Colonial Towns and Townspeople**

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### **Materials: Drawing paper, drawing tools**

Tell the class or a group of students that they are going to make a class book to help them remember what they have learned thus far in this domain. Have the students brainstorm important information about Colonial America, the country, the town, and all of the tradespeople they have learned about thus far. Have each student choose one idea to draw a picture of, and ask him or her to dictate a caption for the picture for you to write. Bind the pages to make a book to put in the class library for students to read again and again. You may choose to add more pages upon completion of the entire domain before binding the book.

## **On Stage**

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Have a group of students plan and act out the fictional story “The Elves and the Shoemaker,” or plan and act out an original scene, pretending to be dressmakers, tailors, hatters, or cobblers.

## **Colonial Crafts and Recipes**

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As a whole group or in small groups, bake a colonial recipe, such as pound cake or bread; churn butter in small containers; or do a colonial craft, such as felting wool. Refer to the books listed in the Introduction for one that features colonial crafts and recipes for additional ideas.



# The House Builders: Bricklayers, Masons, and Carpenters

# 7

## ✓ **Lesson Objectives**

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### **Core Content Objectives**

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Students will:

- ✓ Describe the bricklayer, mason, and carpenter in a colonial town
- ✓ Identify the tools used by bricklayers, masons, and carpenters

### **Language Arts Objectives**

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The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards that are addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, identify the main topic and retell key details from “The House Builders” (RI.K.2)
- ✓ With prompting and support, use the information from the read-aloud to describe the connection between tradespeople and the tools that they used (RI.K.3)
- ✓ With prompting and support, compare and contrast the tradespeople in the read-aloud (bricklayers, masons, and carpenters) to present-day construction workers (RI.K.9)
- ✓ Ask questions beginning with *who* and *where* (L.K.1d)
- ✓ Identify new meanings for the word *trade*, and apply them accurately (L.K.4a)
- ✓ Identify real-life connections between words—*foundation*, *diagram*, *patiently*, and *trade*—and their use (L.K.5c)
- ✓ Explain the meaning of “better safe than sorry,” and use the phrase in appropriate contexts (L.K.6)

## Core Vocabulary

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**chisel, n.** A pointed tool used with a hammer to shape stone, wood, or metal

*Example:* The mason used a chisel to shape each stone so that they all fit together tightly.

*Variation(s):* chisels

**mason, n.** A tradesperson who builds structures using stones or bricks

*Example:* The mason built a stone wall around the garden.

*Variation(s):* masons

**mortar, n.** A sticky, wet mix of crushed rock, sand, and water that becomes hard when dry and is used to hold bricks or stones together

*Example:* The bricklayer spread mortar on the top of the bricks so he could add another layer of bricks to the wall.

*Variation(s):* none

**patiently, adv.** Slowly; carefully; without complaining or becoming upset; without rushing

*Example:* The carpenter patiently cut each piece of wood so they were all the same size.

*Variation(s):* measures, measured, measuring

**trowel, v.** A flat tool used for spreading mortar

*Example:* The bricklayer used a trowel to evenly spread the mortar over the bricks before adding another layer of bricks.

*Variation(s):* trowels

<b>Vocabulary Chart for The House Builders</b>			
Core Vocabulary words are in <b>bold</b> . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
<b>Understanding</b>	bricklayer carpenter <b>chisel</b> <b>mason</b> <b>trowel</b>	colonial/modern expert measurement <b>patiently*</b> tool	brick/stone/wood build chimney hammer/nails home/house straight
<b>Multiple Meaning</b>	frame <b>mortar</b>	<i>diagram</i> <i>foundation</i> material <u>trade</u>	cut/saw square
<b>Phrases</b>	better safe than sorry construction workers measure twice; cut once		
<b>Cognates</b>	carpintero <b>cinzel</b> <b>masón</b>	colonial/moderno expert <b>pacientemente*</b> <i>diagramo</i> <i>fundación</i> material	

## ***Image Sequence***

This is the order in which Flip Book images will be shown for this read-aloud. Preview the order of Flip Book images before teaching this lesson. Please note that it differs from the sequence used in the *Tell It Again! Read-Aloud Anthology*.


1. 7A-7: Colonial house and modern house
2. 7A-1: Bricklayer
3. 7A-2: Stone chimney
4. 7A-3: Stone wall
5. 7A-4: Board, hammer, nails
6. 7A-5: Carpenter measuring
7. 7A-6: Frame of house





# The House Builders: Bricklayers, Masons, and Carpenters

7A

<i>At a Glance</i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>What Have We Learned?</b>	Then/Now Venn diagram	15
	<b>Introducing the House Builders</b>	images of colonial bricklayers, stonemasons, and carpenters brick or Image Card 11; large stone or Image Card 12; block of wood or Image Card 13	
	<b>Vocabulary Preview: Foundation, Diagram</b>		
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>The House Builders</b>	brick; large stone; block of wood	10
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>	brick or Image Card 11; large stone or Image Card 12; block of wood or Image Card 13; Image Card 20	10
	<b>Sayings and Phrases: Better Safe Than Sorry</b>		
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Multiple Meaning Word Activity: Trade</b>	Poster 2M (Trade)	15
	<b>Syntactic Awareness Activity: Asking Questions: Who and Where</b>		
	<b>Vocabulary Instructional Activity: Patiently</b>		
	<b>End-of-Lesson Check-In</b>		
<b><i>Take-Home Material</i></b>	<b>Family Letter</b>	Instructional Masters 7B-1 and 7B-2	

### ***Advance Preparation***

For Introducing the House Builders and Presenting the Read-Aloud, find pictures of colonial house builders (i.e., bricklayers, stonemasons, and carpenters) to show students. In addition, bring in examples of brick, large stones, and blocks of wood.

### What Have We Already Learned?

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- Remind students that they heard the fiction story “The Elves and the Shoemaker,” about a pair of elves who help a poor colonial shoemaker become rich by making stylish shoes while the shoemaker sleeps.

### Then/Now Venn diagram: Shoes

- Show students the Then/Now Venn diagram from the previous lesson. Review the existing entries on the diagram.
- Add additional entries based on information from “The Elves and the Shoemaker.” Suggested entries include the following:
  - *Then* and *now*, customers want to buy stylish shoes.
  - *Then* and *now*, shoemakers need to sell shoes to have money to buy materials, such as leather, to make more shoes.

### Introducing The House Builders

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- Tell students that in today’s read-aloud, they will learn about three tradespeople who built homes during colonial times: the bricklayer, the mason, and the carpenter. Tell students that today these tradespeople still build homes.  
[Support student understanding by showing actual materials and period-specific images for each trade: bricklayer, mason, and carpenter.]
- [Hold up a brick.] Ask students: “What is this material called?” Have students repeat *brick* with you.  
[Show image of a colonial bricklayer.] Tell students: “In colonial times, bricks were used by colonial tradespeople to build houses and walls. The tradespeople who were experts at building with bricks were called bricklayers. There are still bricklayers today” Have students repeat *bricklayers* with you.
- [Hold up a large stone.] Ask students: “What is this material called?” Have students repeat *stone* with you.  
[Show image of a colonial stonemason.] Tell students: “In colonial times, stones were also used by colonial tradespeople to build houses and walls. The tradespeople who were experts at building with stones were called stonemasons or masons. There are still stonemasons

today.” Have students repeat *masons* with you.

- [Hold up a block of wood.] Ask students: “What is this material called?” Have students repeat *wood* with you.  
[Show image of colonial carpenter.] Tell students: “In colonial times, wood was also used by colonial tradespeople to build houses, fences, and walls. The tradespeople who were experts at building with wood were called carpenters. There are still carpenters today.” Have students repeat *carpenters* with you.
- Place the brick, stone, and block of wood at three different places in the classroom. Divide the class into three groups. Rotate groups through the home building materials stations. Allow students to name, feel, observe, and describe each building material.



← **Show image 7A-7: Colonial house and modern house**

- Ask students: “Which house looks like it was from colonial times—a house from long ago—the house on the right or the left?”
- [Point to the house on the left.] Explain that this house was built by a bricklayer, mason, and carpenter.
- Ask students: “Which house looks like it is from today?”
- [Point to the house on the right.] Explain that this house was also built by these tradespeople.
- [Hold up the brick.] Have students try to find the parts of each house that are made with bricks. (colonial home: chimney; modern home: window outlines, exterior or outside walls)
- Remind students that a bricklayer is the tradesperson who builds with bricks.
- [Hold up the large stone.] Have students try to find the parts of each house that are made with stone. (colonial home: slate shingles on the roof; modern home: exterior or outside walls)
- Remind students that a mason is the tradesperson who builds with stone.
- [Hold up the block of wood.] Have students try to find the parts of each house that are made with wood. (colonial home: exterior or outside siding, the front door, the fence, the decorative trim over the doors and windows; modern home: exterior or outside siding, garage doors)

- Remind students that a carpenter is the tradesperson who builds with wood.

## Vocabulary Preview

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### **Foundation**

1. Today you will learn how masons placed or laid a stone *foundation* for colonial homes.
2. Say the word *foundation* with me three times.
3. A foundation is at the bottom of a house. Buildings are built on top of a foundation. In colonial times, a home's foundation was made of stone, and the home was built on top of the foundation.
4. The stonemason laid the foundation for the home.  
We cannot see the foundation of our school, but it is very important because a strong foundation makes the building strong.
5. Point to where the foundation of a house would be built. (point to the ground)  
Can you see the foundation of a building?

### **Diagram**

1. Today you will hear that carpenters make a *diagram* before they start building something.
2. Say the word *diagram* with me three times.
3. A diagram is a drawing that shows how parts should be put together.
4. The carpenter used a diagram to put together the fence.  
Jullieta looked at a diagram to see how the parts of her model airplane should be put together.
5. Have you ever used a diagram to create something? (building blocks, tangrams, model airplanes, dollhouse, etc.) Use the word *diagram* when you tell about it.

## Purpose for Listening

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Tell students to listen carefully to learn more about colonial house builders: bricklayers, masons, and carpenters, and the tools they used.

By the end of this lesson, students should be able to:

- ✓ Describe the bricklayer, mason, and carpenter in a colonial town
- ✓ Identify the tools used by bricklayers, masons, and carpenters



## The House Builders

### ← Show image 7A-7: Colonial house and modern house

During colonial times, most people built their own homes by themselves and with the help of their neighbors. Which side shows an example of a home built during colonial times?

[Point to the colonial home.]

If a family had enough money, they could hire tradespeople who were experts at their trade to build their homes, walls, and fences. There were three tradespeople who helped build homes in colonial times: the bricklayer, the **mason**, and the carpenter.

[Hold up a brick, and have students say *bricklayer*. Hold up a stone, and have students say *mason*. Hold up a piece of wood, and have students say *carpenter*.]

Which side shows a modern home?

[Point to the house on the right.]

This home was also built with the help of a bricklayer, **mason**, and carpenter. There is little difference between a bricklayer, **mason**, or carpenter today and these tradespeople from colonial times. Although we sometimes call them construction workers, bricklayers, **masons**, and carpenters are each experts at working with one type of material. The bricklayers work with brick. The **masons** work with stone. And the carpenters work with wood. Construction workers today also use many of the same tools as the tradespeople from colonial times, except that some of the tools that they use today are battery powered or electrical.



### ← Show image: 7A-1: Bricklayer

The bricklayer is an expert tradesperson who builds walls and houses using bricks.

[Have students repeat the word *bricklayer* with you.]

Bricks are made from clay—red dirt that comes from the earth—that has been mixed with water, shaped into a block, and baked in the sun or a special oven called a kiln to harden into a solid brick. Bricks are

mostly the same size and shape because the clay is baked in molds—or containers that are the same size and shape.

In this picture, the bricklayer is laying bricks the same way a tradesperson would have done three hundred years ago. The bricklayer is using a **trowel** to lay the bricks.

[Point to the trowel. Have students repeat *trowel* with you. Explain that a trowel is a flat tool used for spreading the sticky material that is used to stick bricks together.]

The bricklayer is using a **trowel** to spread **mortar**. **Mortar** is a very sticky material made of sand, water, and crushed rock.

[Ask a student to point to the sticky material between the bricks and have students repeat the word *mortar* with you.]

To build a wall, the bricklayer spreads mortar and then places bricks neatly and evenly on the mortar. More mortar is added and smoothed using the trowel and then bricks are stacked on top.

[Pantomime building a wall with bricks, mortar, and a trowel with students.]

If a bricklayer is good at his trade, his wall will be straight and strong and will last for many years.



← **Show image: 7A-2: Stone chimney**

What material does this chimney look like it is made of?

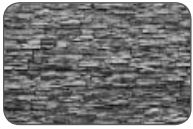
This chimney is made of stone. A stonemason or **mason** built this chimney. The stonemason or **mason** is an expert tradesperson who builds homes, walls, or chimneys with stone.

[Have students repeat *mason* with you.]

The **mason** also uses **mortar** to stick stones together.

[Ask a volunteer to point to the mortar between the stones in the picture.]

Unlike bricks, stones can come in all shapes and sizes. To build a strong, straight wall or chimney, a **mason** has to pick stones that will fit together, like a puzzle.



← **Show image 7A-3: Stone wall**

Can you see how the stones in this wall have been carefully fitted together, like pieces in a puzzle? Do you see any mortar between the stones in this wall?

[Pause for student responses.]

To be able to fit the stones together without using **mortar**, the **mason** had to **patiently** chip away at the stones with a hammer and a sharp **chisel**—or sharp, pointed metal tool. The **mason** had to **patiently** reshape the stones so that each one would fit perfectly together.

Colonial **masons** also built the foundations—or the bottom or base—of a house.

[Have students repeat the word *foundation* with you.]

The stones in the foundation must fit together tightly, like a puzzle, so they never move, crack, or break apart.

Building walls and foundations that fit together like a puzzle required that the **mason** work **patiently**. The mason needed to do his work slowly and carefully. He could not be in a rush.

[Have students repeat *patiently* with you.]



← **Show image 7A-4: Board, hammer, nails**

The carpenter is a tradesperson who works with wood.

[Have students repeat *carpenter* with you.]

Before a carpenter starts building something, he makes a diagram—a drawing that shows exactly how long, how wide, and how thick each piece of wood needs to be.

[Use a ruler to demonstrate each type of measurement—length, height, and width—on the wooden block.]

The diagram also shows how each piece needs to be fitted—or placed—together.



← **Show image 7A-5: Carpenter measuring**

To make sure the pieces of the house fit together, the carpenter uses a special measuring tool called a square. Carpenters liked using a square instead of a ruler because the tool's 'L' shape helps them to correctly measure boards that have already been joined together.

A carpenter has to be very careful to get his or her measurements just right or the pieces of the house will not fit together exactly and the house will not stand up straight. Good carpenters measure each board two times—or twice—before cutting to make sure they have marked the exact—or correct—place.

Carpenters have a saying, “Measure twice; cut once.” The saying means measure two times before you cut anything, because once you cut a board, you cannot uncut it!

[Have students repeat the saying “*measure twice; cut once*” with you.]

After measuring twice, the carpenter cuts the wood with a saw—a cutting tool with sharp, teeth-like rows—by pulling and pushing the saw back and forth across the wood.

[Have students make a sawing motion.]



← **Show image 7A-6: Frame of house**

Does this house look finished to you?

[Have students hold up one finger for *yes* or two fingers for *no*.]

This is the frame of a house.

A carpenter **patiently** fastens—attaches and joins together— all the boards by using a hammer and nails to create the frame. The frame of the house gives the house its shape—like your skeleton gives your body shape—and holds everything together. The frame holds up the walls, the roof, the doors, and the windows of the house.

If a carpenter, **mason**, and bricklayer do their jobs well, the house they build will shelter families from the sun, wind, rain, and cold for years and years.

We know that colonial homebuilders were experts at their trade because many of the homes they built hundreds of years ago are still standing today.



### Comprehension Questions

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If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. Encourage students to answer in complete sentences. Model answers using complete sentences for students.

1. *Literal* What is today's read-aloud about?
  - Today's read-aloud is about colonial house builders: the bricklayer, the mason, and the carpenter.
2. *Literal* [Hold up a large stone or Image Card 12.] Which tradesperson uses this type of material?
  - A stonemason, or mason, uses this material.

What does this tradesperson make?

- A mason makes stone walls, chimneys, and foundations.

What kinds of tools and materials does this tradesperson use?

- A mason uses stones, a hammer, a chisel, and sometimes mortar.

3. *Literal* [Hold up a block of wood or Image Card 13.] Which tradesperson uses this type of material?

- A carpenter uses this material.

What does this tradesperson make?

- A carpenter makes the frames of homes.

What kinds of tools and materials does this tradesperson use?

- A carpenter uses wood, a hammer, nails, a saw, and a square.

4. *Literal* [Hold up a brick or Image Card 11.] Which tradesperson uses this type of material?

- A bricklayer uses this material.

What does this tradesperson make?

- A bricklayer makes walls.

What kinds of tools and materials does this tradesperson use?

- A bricklayer uses brick, mortar, and a trowel.

5. *Inferential* Carpenters have a saying, "Measure twice; cut once." What does that mean?

- It means measure the piece of wood you are going to cut two times before you cut it, or you might end up with a piece that is the wrong size.

6. *Inferential* How do we know if colonial tradespeople did a good job building a home?

- Homes that were built by colonial tradespeople are still being used or lived in today.

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a few questions. I will give you a minute to think about the questions, and then I will ask you to turn to your partner and discuss the questions. Finally, I will call on several of you to share what you discussed with your partner.

### Sentence Frames

Does it take present-day construction workers the same amount of time to build a house as colonial house builders? (Yes/No)

Colonial house builders and present-day construction workers both use \_\_\_\_\_ and make \_\_\_\_\_.

Colonial house builders use \_\_\_\_\_, but present-day construction workers use \_\_\_\_\_.

7. *Evaluative Think Pair Share*: [Show Image Card 20 (Construction worker).] Today we sometimes call modern tradespeople who build homes construction workers. How do you think the work of colonial house builders and present-day construction workers are the same and different? Do they use the same materials and tools? Does it take them the same amount of time to finish building a house?
8. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

### Sayings and Phrases: Better Safe Than Sorry

**Note:** Proverbs are short, traditional sayings that have been passed along orally from generation to generation. These sayings usually express general truths based on experiences and observations of everyday life. While some proverbs do have literal meanings—that is, they mean exactly what they say—many proverbs have a richer meaning beyond the literal level. It is important to help students understand the difference between the literal meanings of the words and their implied, or figurative, meanings.

- Ask students if they have ever heard anyone say “better safe than sorry.”
- Have students repeat *better safe than sorry* with you.
- Tell students that *better safe than sorry* is another way of saying it is better to be careful or safe and ready for something; otherwise, they may be sorry about the way something turns out.

- Say to students: “In the read-aloud, the carpenter always measures twice before cutting the wood once. Measuring two times is more work than measuring just one time, but if the carpenter measures wrong and cuts the wood too short, he or she will feel sorry or sad.”
- Read aloud the following examples. Have students repeat the saying *better safe than sorry* with you at the end of each example.
  - Your mother says it might rain, so you put your raincoat in your backpack—*better safe than sorry!*
  - Today your class may be going to the library or may be going to gym class; you wear your sneakers to school and put your library books in your backpack—*better safe than sorry!*
  - Your homework is due on Wednesday, but your friend is coming to play on Tuesday, so you finish all your homework on Monday—*better safe than sorry!*
- Tell students: “Turn and tell your partner about a time when you were *better safe than sorry*. Use the saying *better safe than sorry* when you tell about it. I will call on a few of you to share.”

[Allow thirty seconds for partners to talk. Help partners initiate their conversation and encourage them to ask questions to get more information. Call on a few volunteers to share. Find opportunities to use this saying when it applies to situations in the classroom.]



## **Complete Remainder of the Lesson Later in the Day**



# The House Builders: Bricklayers, Masons, and Carpenters

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## Extensions

15 minutes

### ↔ Multiple Meaning Word Activity

#### *Sentence in Context: Trade*

**Note:** You may choose to have students hold up one or two fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

1. [Show Poster 2M (Trade).] In the read-aloud you heard that the bricklayer, mason, and carpenter were all experts at their *trade*. A trade is a job that uses special skills, knowledge, and tools. Which picture shows this meaning of *trade*?
2. *Trade* can also mean other things. *To trade* means to give something to someone and receive something in return. Which picture shows this meaning of *trade*?
3. Now with your partner, make a sentence for each meaning of *trade*. Try to use complete sentences. I will call on some of you to share your sentences.

### ↔ Syntactic Awareness Activity

#### *Asking Questions: Who and Where*

**Note:** The purpose of these syntactic activities is to help students understand the direct connection between grammatical structures and their use. These syntactic activities should be used in conjunction with the content presented in the read-aloud. There may be variations in the sentences created by your class. Allow for these variations, and restate students' sentences so that they are grammatical. If necessary, have students repeat your sentence.

1. We ask questions by using question words.  
The question word *who* can be used to ask about a person.  
The question word *where* can be used to ask about a place.
2. [Show Image Card 20 (Construction worker).] Look at this picture, and answer my questions using a complete sentence.

*Who* is working in the picture?

*Where* is he working?

- The carpenter/construction worker is working in the house.

3. Which word in the question lets you know that my question was about a person?

- The question word *who* was used to ask about a person.

Which word in the question lets you know that my question was about a location or place?

- The question word *where* was used to ask about a location or place.

4. [Show Image Card 19 (Salesperson).] Look at this picture. Turn and ask your partner, “*Who* is shopping in the picture?” Then your partner should answer your question.

Then switch roles so that your partner will ask, “*Where* is the woman shopping?” Then you answer your partner’s question.

5. [Show Image Card 18 (Tailor).] Look at this picture. Your partner will ask a question using the word *who*. You should answer using a complete sentence.

Then switch roles. You will ask you a question using *where*. Your partner should answer using a complete sentence.

6. [Do the same for Image Cards 15–17.]

## ↔ **Vocabulary Instructional Activity**

### ***Word Work: Patiently***

1. In the read-aloud you heard, “Building walls and foundations that fit together like a puzzle required that the mason work *patiently*.”

2. Say the word *patiently* with me three times.

3. *Patiently* means slowly, carefully, without getting upset; or doing something without rushing or hurrying.

4. The mason *patiently* chipped at the stone.

The student *patiently* stood in the long line to check out his book.

5. Tell me about a time that you waited *patiently*. Try to use the word *patiently* when you tell about it.

[Ask two or three students. If necessary, guide and/or rephrase students’ responses: “I waited *patiently* when I . . .”]

6. What is the word we have been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to say some sentences. Listen carefully to what the person in the sentence is doing to see if he or she is waiting patiently or not. If you think the person is waiting patiently, say, “That person is waiting patiently.” If you think the person is not waiting patiently, say, “That person is not waiting patiently.”

1. Amalia waits quietly in line at the library for her turn to check out a book.
  - That person is waiting patiently.
2. Tyler complains loudly and wiggles while waiting for her turn to check out a book at the library.
  - That person is not waiting patiently.
3. Michael takes the toy from his friend’s hand because he wants to play with it right away.
  - That person is not waiting patiently
4. Yun nicely asks his friend if he can have a turn with the toy when she is done playing.
  - That person is waiting patiently.

### ***Extending the Activity***

Have the class act out student-created behavior scenarios centered around the word *patiently*. Encourage students to determine if the individual’s behavior in each scenario is an example of a person waiting patiently or not. Suggestions for scenarios include the following ideas:

- waiting for a turn on the playground equipment
- waiting to leave the house
- waiting for all the students to line up at school
- waiting for an adult to finish their conversation

## **10 End-of-Lesson Check-In**

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### ***The House Builders***

Choose four students to focus on, and record their scores on the Tens Recording Chart. For this kind of informal observation, you should give a score of zero, five, or ten based on your evaluation of students’ understanding and language use.

0	Emergent understanding and language use
5	Developing understanding and language use
10	Proficient understanding and language use

- Remind students that today they learned about three tradespeople: the bricklayer, the mason, and the carpenter. They have also learned about the dressmaker, the hatter, the tailor, and the cobbler. Tell students to listen to your riddles and decide which tradesperson your riddle is about.
- Ask students the following riddles to assess understanding of core content:
  1. My work is like a puzzle; I have to fit all the pieces of stone together. I use a chisel to shape the stones. Who am I?
    - I am a mason.
  2. I mix a special glue to fasten together beaver skin, wool, or camel fur to cover men’s heads. Who am I?
    - I am a hatter.
  3. I build walls and homes. I use a trowel to spread mortar to stick the bricks together. Who am I?
    - I am a bricklayer.
  4. I sew dresses for women using a pattern, scissors, fabric, a needle, and thread. Who am I?
    - I am a dressmaker.
  5. I make clothing for men and women. All my clothing is made-to-order. Who am I?
    - I am a tailor.
  6. I make homes, walls, and fences using wood. I have many tools: a square, a saw, and hammer and nails. Who am I?
    - I am a carpenter.
  7. I am a tradesperson who makes shoes for your feet and fixes your old shoes when they have holes. Who am I?
    - I am a cobbler.

## **Take-Home Material**

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### **Family Letter**

Send home Instructional Masters 7B-1 and 7B-2.



# The Blacksmith

# 8

## ✓ Lesson Objectives

### Core Content Objectives

Students will:

- ✓ Describe a blacksmith in a colonial town
- ✓ Identify the tools used by blacksmiths
- ✓ Explain the essential role of the blacksmith in making tools for other tradespeople
- ✓ Explain the necessity of heating objects before the blacksmith can shape them

### Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards that are addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, identify the main topic and retell key details from “The Blacksmith” (RI.K.2)
- ✓ With prompting and support, use the information from the read-aloud to describe the connection between the blacksmith’s trade and other tradespeople (RI.K.3)
- ✓ With prompting and support, identify the reasons or facts given in the read-aloud to explain why blacksmiths were the essential tradespeople in town (RI.K.8)
- ✓ With assistance, categorize and organize facts and information about colonial house builders onto a chart (W.K.8)
- ✓ Identify new meanings for the word *iron*, and apply them accurately (L.K.4a)
- ✓ Sort objects into categories—*material* and *tool*—to gain a sense of the concepts the categories represent (L.K.5a)



- ✓ Identify real-life connections between words—*bend, mold, essential, iron, and material/tool*—and their use (L.K.5c)

## Core Vocabulary

**essential, adj.** Necessary and important

*Example:* Water and sunlight are essential to a growing plant.

*Variation(s):* none

**forge, n.** A special kind of oven or fireplace used by a blacksmith to heat iron

*Example:* Be careful! The fire in the forge is very, very hot!

*Variation(s):* forges

**horseshoes, n.** Curved pieces of iron that are nailed to the bottom of the horses' hooves to protect them.

*Example:* The blacksmith made a horseshoe out of iron for the farmer's horse.

*Variation(s):* horseshoe

**metal, n.** A hard, shiny material that can conduct heat and be melted or fused together.

*Example:* My belt buckle is made out of metal, so it is hard and shiny.

*Variation(s):* metals

Vocabulary Chart for The Blacksmith			
Core Vocabulary words are in <b>bold</b> . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
<b>Understanding</b>	anvil chisel blacksmith <b>horseshoes</b> <b>metal</b> tongs	clever <b>essential*</b> harden/soften heated/cooled liquid melted pliable skilled tool	banging fix longer/shorter strong thicker/thinner
<b>Multiple Meaning</b>	<u>iron</u> <i>mold</i> <b>forge</b> plunge	<i>bend</i> shape	burn fire hit
<b>Phrases</b>			red-hot
<b>Cognates</b>	cincel <b>forja</b>	<b>esencial*</b> líquido plegable	fijar

## ***Image Sequence***

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This is the order in which Flip Book images will be shown for this read-aloud. Preview the order of Flip Book images before teaching this lesson. Please note that it differs from the sequence used in the *Tell It Again! Read-Aloud Anthology*.

1. 8A-1: Blacksmith shop and metal objects
2. 8A-2: Blacksmith iron
3. 8A-3: Red-hot coals
4. 8A-4: Blacksmith working on an anvil
5. 8A-5: Blacksmith shaping a red-hot horseshoe
6. 8A-6: Blacksmith tools
7. 8A-7: Modern metallurgy
8. 8A-1: Blacksmith shop and metal objects



# The Blacksmith

8A

At a Glance	Exercise	Materials	Minutes
<b>Introducing the Read-Aloud</b>	<b>What Have We Already Learned?</b>	Town Map; Materials to make a House Builders and Blacksmith Chart: chart paper; marker; tape	15
	<b>Introducing the Blacksmith</b>	Images 8A-3 and 8A-4; pair of barbeque or salad tongs; pencil	
	<b>Vocabulary Preview: Bend, Mold</b>	Examples of mold: cake pan or muffin tin; ball of modeling compound; image of bread or cheese with mold; three index cards	
	<b>Purpose for Listening</b>		
<b>Presenting the Read-Aloud</b>	<b>The Blacksmith</b>	various items made of iron	10
<b>Discussing the Read-Aloud</b>	<b>Comprehension Questions</b>		10
	<b>Word Work: Essential</b>		
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b>Extensions</b>	<b>Multiple Meaning Word Activity: Iron</b>	Poster 5M (Iron)	15
	<b>Vocabulary Instructional Activity: Material or Tool?</b>	Image Cards 7, 8, 11, 14, 18, and 20; Image 8A-4; Instructional Master 8B-1; chart paper; marker; tape	

## Advance Preparation

Create a House Builders and Blacksmith Chart using the completed chart on Instructional Master 8A-1 as a guide. When possible, use a drawing or an Image Card instead of a word. During *What Have We Already Learned?* fill in relevant information for the bricklayer, mason, and carpenter. Information for the blacksmith will be filled in during the next lesson. Leave this chart up so that students can easily refer to it.

For Introducing the Blacksmith and Presenting the Read-Aloud, bring in various items made of iron for students to see and, if appropriate, to

touch (e.g., chisels, hammers, nails, kettles, pots, hinges, handles, lock and keys).

For Vocabulary Preview, bring in items to show the different meanings of the word *mold*, and label them with numbered index cards: 1) cake pan or muffin tin; 2) modeling compound; 3) image of bread or cheese with mold.

For the Vocabulary Instructional Activity, make a two-column chart labeled *Material* (with an image of bricks) on the left, and *Tool* (with an image of a hammer) on the right, using Instructional Master 8B-1 as a guide. Make a copy of Instructional Master 8B-1 for students to complete during the activity.

## ***Introducing the Read-Aloud***

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### **What Have We Already Learned?**

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- Remind students that they learned about colonial tradespeople who were experts in homebuilding: the bricklayer, the stonemason, and the carpenter.
- Using the Town Map, invite volunteers to point out and name the shops and important locations. Ask whether they see a shop for any of the house builders.

**Note:** Shops marked with an asterisk have been covered already. You may wish to have students add the store signs of the shops marked with an asterisk to their own Town Maps. The blacksmith will be covered in today's read-aloud.

- The town square\*
- The general store\*
- The mill and river\*
- The baker's shop\*
- The spinner's shop\*
- The weaver's shop\*
- The hatter's shop\*
- The dressmaker's shop\*
- The cobbler's shop\*
- The tailor's shop\*

- The blacksmith's shop
- Say to students: "The bricklayer, stonemason, and carpenter did not have their own shops because they traveled to the place where the house, wall, or fence was being built and did their work there."
- Divide the class into three groups: bricklayers, stonemasons, and carpenters.
- Show students the *House Builders and Blacksmith Chart*. Tell students that they will use this chart to keep track of information about the different tradespeople related to building houses. Point to and name the header for each row: *Symbol, Materials, Tools*.
- Once students are clear about the information that goes in each row, ask each group to come up with a symbol for their trade to use on the *House Builders Chart*.
- Then, each group should list or draw the materials and tools used in their trade.

### Introducing the Blacksmith

- Tell students that in today's lesson, they will learn about the blacksmith, a colonial tradesperson who made tools and materials that helped all the other tradespeople do their jobs.
- Ask students: "Which two words do you hear in the word *blacksmith*?"
  - The words *black* and *smith*.
- Explain that the word *smith* comes from the word *smite*, which is another word for *hit*. And, iron—a type of metal that the blacksmith works with—is black. So a blacksmith is a person who smites, or hits, black metal for a living.
- Introduce students to the four tools important to the blacksmith.



#### ← Show Image 8A-3: Red-hot coals

- Tell students that the forge was like a big fireplace the blacksmith could use to heat metal until it was so hot that it would soften.
- Ask students: "When the metal was hot, do you think the blacksmith could pick it up with his hands without getting hurt?" Point to the tongs. Explain that if the blacksmith picked up the hot metal with his hands, he would get hurt. Instead of picking up the metal with his hands, he used tongs.

- Tell students: “Holding hot metal with tongs was very difficult; a blacksmith had to be very skilled or he could drop the hot metal and get hurt.” Then ask: “Who would like to try to use tongs to carry a pencil?” Invite volunteers to use the tongs to pick the pencil up from one desk and carry it to another desk without dropping the pencil.



← **Show Image 8A-4: Blacksmith working on an anvil**

- Point to the anvil. Tell students that an anvil is a big block of metal on which the blacksmith puts the hot metal he is working with.
- Ask students: “What tool is the blacksmith holding in his hands with which he can hit the metal?” Have students identify the hammer.
- Quickly review the four tools: forge, tongs, anvil, and hammer.

### Vocabulary Preview

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#### ***Bend***

1. Today you will learn that the colonial blacksmith would shape and *bend* metal into useful things, such as horseshoes or nails.
2. Say the word *bend* with me three times.
3. To bend something is to make it curve and turn into a new shape.
4. When the blacksmith hits the hot metal with his hammer, he makes the metal bend.  
When Joyce is nervous, she will bend her paper back and forth.
5. Different parts of our bodies can bend; turn and tell your partner a body part you can bend. [Have students practice bending. Ask students to bend their right elbow, left elbow, bend their right knee, bend their left knee, bend forward, bend backward, etc.]

#### ***Mold***

1. At the end of the read-aloud today, you will hear that modern horseshoes are made by pouring hot metal into a horseshoe-shaped *mold*.
2. Say the word *mold* with me three times.
3. *Mold* can mean many different things.  
[Show students an empty cake pan or muffin tin.] A mold is a container used to give a particular shape to a soft or liquid substance that is poured into it. The material becomes hard and takes the shape of the mold.

[Shape modeling compound into a ball.] *To mold* means to shape something, such as to mold clay into a ball.

[Show students an image of mold growing on cheese or bread.] Last, mold is a fungus that sometimes grows on food.

4. During colonial times, clay bricks were made by filling a mold with wet clay and leaving it to dry in the sun or heating it in an oven.  
Ariel liked to mold clay into sea creatures.  
Marcel's mother threw away the bread that had mold on it.
5. I am going to say a sentence with the word *mold*. If the sentence is an example of the first meaning of *mold*, a container used to make a shape, hold up one finger. If the sentence is an example of the second meaning of *mold*, to shape something, hold up two fingers. If the sentence is an example of a fungus that sometimes grows on food, the third meaning of *mold*, hold up three fingers.
  - Monica loved to *mold* clay during art class. (two fingers)
  - Waldon used the *mold* to make cupcakes shaped like cars. (one finger)
  - Lu saw the *mold* on the cheese of his sandwich and took the cheese out of his sandwich. (three fingers)
  - Ahmari would enjoy being a blacksmith because he could *mold* hot metal by hitting it with a hammer. (two fingers)
  - Scarlett learned in science class that some medicines are made from helpful fungi or *mold*. (three fingers)
  - Joe's mother used a mold to make chocolate lollipops shaped like hearts. (one finger)

### **Purpose for Listening**

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Tell students to listen carefully to learn how the blacksmith was one of the most important tradespeople in a colonial town because he could use metal to make tools that the other tradespeople needed.

By the end of this lesson, students should be able to:

- ✓ Describe a blacksmith in a colonial town
- ✓ Identify the tools used by blacksmiths
- ✓ Explain the essential role of the blacksmith in making tools for other tradespeople



### The Blacksmith

#### ← Show image 8A-1: Blacksmith shop and metal objects

This is a colonial blacksmith's shop.

The blacksmith's shop had four very important tools that the blacksmith used: the **forge**, an anvil, tongs, and a hammer.

The first tool was the **forge**. The **forge** was the blacksmith's oven or fireplace.

[Point to the forge. Have students say *forge* with you.]

The second tool was the anvil—or a big block of metal on which the blacksmith puts the hot metal he is working with.

[Point to the anvil. Have students say *anvil* with you.]

The third tool was the tongs. Tongs were very important because they were used to hold hot objects while the blacksmith shaped them. Tongs have two long **metal** arms fastened together so that the blacksmith could open and close them like a pair of scissors.

[Hold up an example of tongs. Invite a volunteer to locate any of the tongs near the forge. Have students repeat *tongs* with you.]

The fourth tool was a hammer. Can you guess what a blacksmith does with a hammer?

[Call on two students to answer. (The blacksmith hits the metal with a hammer.)]

Blacksmiths used their tools to make tools for other tradespeople.

[If available, show examples of the items made of iron as they are mentioned.]

Blacksmiths made chisels for masons.

Blacksmiths made hammers and nails for carpenters and cobblers.

Blacksmiths also made household items for colonial families including teakettles to heat water, pots to cook food in, and candleholders to hold candles.

The blacksmith also made horseshoes for horses, locks and keys, and much more.



What material do you think the blacksmith used to make all these useful things?

- The blacksmith used metal.

**Metal** is hard, but it can be heated up and melted, and then shaped into something new.



← **Show image: 8A-2: Blacksmith iron**

Blacksmiths in early America worked mostly with iron.

[Have students say *iron* with you.]

Iron is a very strong **metal**. A blacksmith would heat the iron in his **forge** until it was red hot. When iron is red hot, it is very soft and pliable; that means it can be shaped into whatever shape the blacksmith wants.



← **Show image: 8A-3: Red-hot coals**

This is a close-up picture of a blacksmith's forge. Most forges were built so the blacksmith could easily put a piece of metal into the fire. The fire in the forge had to be very hot. The fire needed to be so hot that it could heat the iron until it softened. Once his forge was hot enough, the blacksmith would put a piece of iron in using his tongs.

Tongs were an **essential** tool for the blacksmith; they were important and necessary for a blacksmith to do his job. Tongs were almost like a second pair of hands for the blacksmith. The blacksmith could not do his job without tongs because the hot **metal** would burn his hands.



← **Show image 8A-4: Blacksmith working on an anvil**

After the metal was hot enough and had become soft and pliable, the blacksmith would pull it out of the fire using his tongs and carefully carry it over to his anvil.

[Ask a volunteer to point to the tongs and to point to the anvil.]

The blacksmith would quickly hit and bang on the hot **metal** with his hammer.

[Ask a volunteer to point to the hammer.]

The **metal** was only pliable or bendable while it was still hot. Once the iron cooled it would become hard again.



← **Show image 8A-5: Blacksmith shaping a red-hot horseshoe**

Who knows what this is? Does it look like it is heated or cooled?

[Pause for student responses.]

The blacksmith in the picture is shaping the hot **metal** into a **horseshoe**.

[Trace the horseshoe in the picture with your finger. Have students draw a ‘U’ horseshoe shape in the air.]

As long as the blacksmith kept the **metal** hot, he could shape it however he liked. He could make the **metal** longer or shorter, thicker or thinner.

[Use your hands to demonstrate *longer or shorter* and *thicker or thinner*.]

He could bend—or curve—the hot **metal**. He could also mold the **metal** into special shapes. When he was happy with the size and shape of whatever he was making, the blacksmith would let the iron cool off. Sometimes he would plunge—or very quickly put—the iron into a bucket of cold water, so it would harden faster.

If the blacksmith were making a new set of **horseshoes** for a horse, the steps were always the same. First he would light a fire in the **forge** to heat the **metal**. Next, he would take the red-hot metal out of the fire using his tongs. Then, he would place the metal on an anvil and bang it into shape with a hammer. Last, he would plunge the metal into cold water to make sure it cooled and hardened right away.



← **Show image 8A-6: Blacksmith tools**

Blacksmiths were usually some of the strongest men in a colonial town because they lifted heavy hammers and pieces of iron all day long.

[Make up a motion for *strong*.]

Blacksmiths were also clever—and skilled at solving problems—because they were good at figuring out how to fix things and make things work.

[Make up a motion for *clever*.]

For example, if another tradesperson or a colonial family needed a special tool to do a special job, the blacksmith would figure out what type of tool was needed to do the job and then make it.

The blacksmith was one of the most important tradespeople in a colonial town because he had the skills needed to change metal into items that other people needed.



← **Show image 8A-7: Modern metallurgy**

What do you think does the work today that a colonial blacksmith did during colonial times?

- Today, machines do the work of colonial blacksmiths.

Iron is melted in large pots and then the hot metal is poured into molds or shapes. For example, if you were making horseshoes to use in a game, you could use a mold for those horseshoes so that all of them would come out the same size and shape.



← **Show image 8A-1: Blacksmith shop and metal objects**

The tools that the colonial blacksmiths made back then are still tools we use today. Can you name some tools that the blacksmith made?

[Pause for student responses. (chisel, nails, pots, hinges, horseshoes, locks and keys, and many other items needed during colonial times)]

Every town in early America had a blacksmith; he was the essential tradesperson in every town.

## ***Discussing the Read-Aloud***

**10** minutes

### **Comprehension Questions**

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. Encourage students to answer in complete sentences. Model answers using complete sentences for students.

1. *Literal* What is today's lesson about?
  - Today's lesson is about the colonial blacksmith.
2. *Literal* What kind of metal did most colonial blacksmiths work with?
  - Most colonial blacksmiths worked with iron.
3. *Literal* What tool would a colonial blacksmith use to heat the hard metal so it became soft enough to make into different shapes?
  - The blacksmith would use a forge with a fire to heat the metal until it was soft enough to make into different shapes.

4. *Literal* Name some tools that a colonial blacksmith made for other tradespeople.
  - The colonial blacksmith made chisels for masons, and hammers and nails for carpenters and cobblers.
5. *Literal* Name some household items that a colonial blacksmith made for colonial families.
  - Answers will vary, but may include kettles, cooking pots, candleholders, horseshoes, locks and keys.
6. *Inferential* What are some words that might be used to describe a blacksmith?
  - A blacksmith might be described as strong and smart or clever.
7. *Inferential* Do you think there are blacksmiths today?
  - There are very few blacksmiths today, with the exception of ferrriers. They are hard to find.

How is the work of a blacksmith done today?

- The work is done by machines, except for fitting horseshoes.

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a few questions. I will give you a minute to think about the questions, and then I will ask you to turn to your partner and discuss the questions. Finally, I will call on several of you to share what you discussed with your partner.

#### Sentence Frames

Was the blacksmith the most important tradesperson in town? (Yes/No)

A blacksmith was the essential tradesperson because . . .

Without a blacksmith, the town would . . .

8. *Evaluative Think Pair Share:* Why did every colonial town have a blacksmith? What does the read-aloud mean when it says that “a blacksmith was the essential—or important and necessary—tradesperson in town”? Would you have liked to have been a colonial blacksmith?
9. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

#### **Word Work: Essential**

1. In the read-aloud you heard, “Tongs were an *essential* tool for the blacksmith . . . almost like a second pair of hands . . .”
2. Say the word *essential* with me.

3. *Essential* means necessary or needed. *Essential* also means very important.
4. Water is essential for seeds to sprout into plants.  
Water, shelter, and fields for grazing are essential for calves to grow into cows.  
Books are essential for learning to read.
5. Think about something that is essential to you. Maybe you need books to help you grow as a reader. Maybe recess or outdoor play time is essential to help keep you happy. Turn and tell your partner about something that is essential to you. Try to use the word *essential* when you tell about it.  
[Ask two or three students. If necessary, guide/and or rephrase the student's responses: "\_\_\_\_\_ is essential to me."]
6. What is the word we have been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to name a tool and a colonial tradesperson. If the tool is essential to the tradesperson's work, say, "That is essential." If you do not think it is essential to the tradesperson's work, say, "That is not essential."

1. a pair of tongs for a blacksmith
  - That is essential.
2. ruler for a baker
  - That is not essential.
3. trowel for a bricklayer
  - That is essential.
4. a pair of scissors for a dressmaker
  - That is essential.
5. spindle for a blacksmith
  - That is not essential.
6. loom for a weaver
  - That is essential.



**Complete Remainder of the Lesson Later in the Day**



# The Blacksmith

8<sub>B</sub>

## ↔ Multiple Meaning Word Activity

### *Sentence in Context: Iron*

**Note:** You may choose to have students hold up one, two, or three fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

1. [Show Poster 5M (Iron).] In the read-aloud you heard, “Blacksmiths in early America worked mostly with *iron*.” In this sentence, iron is a strong metal that becomes soft when it is heated with fire. Which picture shows this type of iron?
2. An iron is also a tool with a flat, metal base that is heated and used to press wrinkles—or unwanted folds or lines—out of clothing. Which picture shows this type of iron?
3. To iron is to remove wrinkles in clothing by using an iron. Which picture shows a person who is ironing?
4. Now with your partner, make a sentence for each meaning of *iron*. Try to use complete sentences. I will call on some of you to share your sentences.

## ↔ Vocabulary Instructional Activity (Instructional Master 8B-1)

### *Word Chart: Material or Tool?*



#### ← Show image 8A-4 : Blacksmith working on an anvil

1. In the read-aloud you heard that the anvil was an important *tool* for the blacksmith. He put the hot iron on it while he bent and shaped the *material*.
2. Say the words *material* and *tool* with me three times.
3. A material is something that is made into an object or thing. For example, iron is a material that is made into horseshoes. What is a material spinners use to make yarn? (wool)
4. Tools are equipment used by tradespeople as they work with materials. For example a hammer is a tool a blacksmith uses to shape

the metal.

What is a tool a weaver uses to make cloth? (a loom)

5. We will make a two-column chart and sort pictures into two columns: *material* or *tool*.  
[Have a student place the Image Card in the correct column.]
6. [Show Image Card 7.] Is wool a spinner's material or tool? (material)  
[Show Image Card 14.] Is an anvil a blacksmith's material or a tool? (tool)  
[Show Image Card 8.] Is yarn a weaver's material or a tool? (material)  
[Show Image Card 17.] Are scissors a dressmaker's material or tool? (tool)  
[Show Image Card 11.] Are bricks a bricklayer's material or tool? (material)  
[Show Image Card 18.] Is the measuring tape a tailor's material or tool? (tool)  
[Show Image Card 20.] Is a hammer a carpenter's material or tool? (tool)
7. Talk with your partner. Use the words *material* and *tool* to discuss what you have learned about the words from the chart. Try to use complete sentences.  
[Throughout this domain, encourage students to continue thinking about the words *material* and *tool* and add additional pictures to the word chart.]



# The Little Gray Pony

9

## ✓ **Lesson Objectives**

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### **Core Content Objectives**

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Students will:

- ✓ Identify reasons why people who lived in the country traveled to town
- ✓ Describe the jobs of different tradespeople in a colonial town
- ✓ Identify the tools used by colonial tradespeople
- ✓ Explain the necessity of heating objects before the blacksmith can shape them

### **Language Arts Objectives**

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The following language arts objectives are addressed in this lesson.

Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards that are addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, retell the story “The Little Gray Pony”—including the characters, setting, plot, and events—by completing a story map (RL.K.2)
- ✓ With prompting and support, identify the characters, setting, and plot in their retelling of the story “The Little Gray Pony” (RL.K.3)
- ✓ Listen to a variety of texts, including fictional stories such as “The Little Gray Pony” (RL.K.5)
- ✓ Use a story map for “The Little Gray Pony” to narrate the events in the read-aloud in the order in which they occurred (W.K.3)
- ✓ With assistance, categorize and organize facts and information about colonial house builders and the blacksmith onto a chart (W.K.8)
- ✓ Describe familiar emotions, such as feeling merry and downcast; with prompting and support, provide additional detail (SL.K.4)



- ✓ Demonstrate understanding of frequently occurring verbs and adjectives, such as *merry* and *downcast*, by relating them to their opposites (antonyms) (L.K.5b)
- ✓ Identify real-life connections between words—*trouble*, *lump*, and *merry/downcast*—and their use (L.K.5c)

## Core Vocabulary

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**coal, n.** A type of black or dark-brown stone that is found in the earth and burned as fuel

*Example:* Old-fashioned trains used to burn coal to run their engines.

*Variation(s):* coals

**downcast, adj.** Sad

*Example:* Dominique felt downcast when she found out she had to move to another town.

*Variation(s):* none

**haste, n.** A rush or hurry

*Example:* Marvin scribbled the rest of his picture in haste, instead of carefully coloring it, because it was time to go home.

*Variation(s):* none

**merry, adj.** Happy and jolly

*Example:* Dominique became merry when she found out she could visit her old friends every month.

*Variation(s):* merrier, merriest

**miner, n.** A tradesperson who digs into the ground for valuable minerals, such as coal or gold

*Example:* The miner struck something hard in the ground and thought it might be gold.

*Variation(s):* miners

<b>Vocabulary Chart for The Little Gray Pony</b>			
Core Vocabulary words are in <b>bold</b> . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
<b>Type of Words</b>	<b>Tier 3</b> Domain-Specific Words	<b>Tier 2</b> General Academic Words	<b>Tier 1</b> Everyday-Speech Words
<b>Understanding</b>	blacksmith <b>coal</b> forefeet/hindfeet horseshoe miller <b>miner</b> storekeeper	fastened gray <b>haste</b> <b>downcast/merry*</b> sighing	farmer pony
<b>Multiple Meaning</b>	iron mine	<i>lumps</i> <i>trouble</i>	feet lost
<b>Phrases</b>	clippety, clippety, clap	under the ground	What shall I do?
<b>Cognates</b>	molinero <b>minero</b> mina		

## ***Image Sequence***


This is the order in which Flip Book images will be shown for this read-aloud. Please note that it uses the same image sequence as the *Tell It Again! Read-Aloud Anthology*.

1. 9A-1: Man happily riding his pony along the road
2. 9A-2: Man behind the pony
3. 9A-3: Man talking to blacksmith
4. 9A-4: Man talking to storekeeper
5. 9A-5: Man talking to farmer
6. 9A-6: Man talking to miller
7. 9A-7: Man on rock, and woman approaching
8. 9A-8: Man talking to miner
9. 9A-9: Man smiles as blacksmith hammers horseshoes




# The Little Gray Pony

9A

At a Glance	Exercise	Materials	Minutes
<b>Introducing the Read-Aloud</b>	What Have We Already Learned?	Town Map; House Builders and the Blacksmith Chart; marker	15
	Introducing “The Little Gray Pony”	Image 8A-3	
	Vocabulary Preview: Trouble, Lumps		
	Purpose for Listening		
<b>Presenting the Read-Aloud</b>	The Little Gray Pony		10
<b>Discussing the Read-Aloud</b>	Comprehension Questions		10
	Word Work: Merry and Downcast		
 Complete Remainder of the Lesson Later in the Day			
<b>Extensions</b>	Story Map	Instructional Master 9B-1; chart paper; markers; tape	15
	Who Am I?		

## Advance Preparation

Create a Story Map, using Instructional Master 9B-1 as a guide. Make a copy of Instructional Master 9B-1 for each student. Have students complete their own Story Maps as the class retells this story together and you complete the large Story Map.

 **Above and Beyond:** Have students complete the Story Map on their own.

## Notes to Teacher

In today’s story, a pony loses its horseshoe. Explain that a pony’s hooves will wear down if it does not have horseshoes on them and the pony’s leg can get sore if it walks around without a horseshoe. Tell students that horseshoes are made of metal. When the metal hits the ground, it makes a *clacking* sound. In this story, the sound of the horseshoes hitting the road is described as a jolly tune or happy song, that sounds like *clippety, clippety, clap*. Invite students to repeat *clippety, clippety, clap* and clap

once for each syllable.

There are several opportunities for students to repeat what the pony's owner says with feeling and expression. For example when he says, "What shall I do? What shall I do? If my little gray pony has lost a shoe?" and "What shall I do? What shall I do? My little gray pony has lost a shoe!"

## ***Introducing the Read-Aloud***

**15** minutes

### **What Have We Already Learned?**

---

- Remind students that they learned about an essential tradesperson in an early American town—the blacksmith.
- Using the Town Map, invite volunteers to point out and name the shops and important locations in a typical early American town.
  - The town square
  - The general store
  - The mill and river
  - The baker's shop
  - The spinner's shop
  - The weaver's shop
  - The hatter's shop
  - The dressmaker's shop
  - The cobbler's shop
  - The tailor's shop
  - The blacksmith's shop
- Point to the *House Builders and Blacksmith Chart*. Ask students: "What materials and tools did the blacksmith use?" Record student responses on the chart.

<b>House Builders And Blacksmith Chart</b>				
	<b>Bricklayer</b>	<b>Mason</b>	<b>Carpenter</b>	<b>Blacksmith</b>
<b>Symbol</b>	brick	stone	wood	fire
<b>Materials</b>	bricks mortar	stone mortar	wood nails	iron
<b>Tools</b>	trowel	chisel hammer	ruler or square pencil saw hammer	forge tongs anvil hammer

- When the chart is complete, ask students to compare and contrast the four tradespeople. Prompt discussion with questions such as the following:
  - Did any tradespeople use the same materials? Give examples of the tradespeople and the material(s) they had in common.
    - The mason and the bricklayer both used mortar.
  - Did any tradespeople use the same tools? Give examples of the tradespeople and the tool(s) they had in common.
    - The mason, carpenter, and blacksmith all used hammers in their work.
  - Why are some tools used by some tradespeople but not others?
    - Answers may vary. Tradespeople were experts at their trade and at using the tools that were essential to their trade.
  - How did the bricklayer use the trowel?
    - The bricklayer used the trowel to spread mortar.
  - How did the mason use the chisel?
    - The mason used the chisel to smooth pieces of stone by chipping or chiseling away the parts that would not lie flat.
  - How did the carpenter use the square?
    - The carpenter used the square to measure wood.
  - How did the blacksmith use the tongs?
    - The blacksmith used the tongs to remove the hot metal from the fire.

### **Introducing “The Little Gray Pony”**

- Tell students that in today’s read-aloud, they will learn hear a fiction story about a little gray pony that needs a new horseshoe.

### **Take a Picture Walk**

- Tell students: “We are going to take a picture walk through some of the pictures in “The Little Gray Pony” together. The picture walk will help us learn about the story before I read the story to you.”
- Ask students: “What do you call the people or animals that are in the story?”
  - They are called characters.
- Ask students: “What do you call the time and place that a story happens?”
  - The time or place of a story is called the setting.
- Ask students: “What do you call the events that happen in a story?”
  - The events that happen in a story are called the plot.



#### **← Show image 9A-2: Man behind the pony**

- Have students identify the two characters in the image. (the man and the pony)
- Ask students: “Look at the man’s face. How does the man feel? What happened to the pony?”
- Ask students: “Which tradesperson can the man visit to get his pony another horseshoe?” (the blacksmith)



#### **← Show image 9A-3: Man talking to blacksmith**

- Ask students: “Who is another character in this image? How can you tell?” (the blacksmith; There is an anvil, and he is holding a hammer.)
- Tell students: “The blacksmith cannot make a horseshoe for the pony because he needs something important called coal to heat his forge. If he does not have coal, he cannot make a fire in his forge, and he cannot make a horseshoe for the man’s pony.”
- Ask students: “Why does the blacksmith need coal to make a horseshoe for the pony?” (The blacksmith needs coal to make a fire to soften the iron; without heat, the iron will not bend and cannot be shaped or made into a horseshoe.)



#### **← Show Image 8A-3: Red-hot coals**

- Tell students: “These are coals that have been heated up. The blacksmith would put coal into his forge and light it so it would burn. Coal is a type of black stone that creates heat when it is burned.”

- Ask students: “Where do you think the man could buy some coal for the blacksmith’s forge?” Write student predictions on the board. Tell them to listen carefully to find out who does and does not have coal.

## Vocabulary Preview

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### *Trouble*

1. In today’s story you will meet a woman followed by a flock of geese, who stops to ask the man about his *trouble*.
2. Say the word *trouble* with me three times.
3. A trouble is a difficulty or a problem.
4. In the nursery rhyme *Humpty Dumpty*, all the king’s horses and all the king’s men had trouble putting Humpty together.  
Snow White was in trouble when she bit into the poisoned apple.
5. Think about one of your favorite stories. Did the main character have trouble with something or someone? Turn and tell your partner about the main character’s trouble.

### *Lumps*

1. In today’s story, you will hear about a tradesperson who gave great *lumps* of coal to the pony’s owner to take to the blacksmith.
2. Say the words *lumps* with me three times.
3. Lumps are chunks or large pieces of something.
4. Anna and Michael made bowls from big lumps of clay.  
Karina made a snowman out of big lumps of wet snow.
5. Have you ever made something out of lumps of a certain material?  
For example, have you made something out of lumps of clay or dough?

## Purpose for Listening

---

Tell students to listen carefully to this fictional story to hear about the different tradespeople the man goes to for coal and to find out which tradesperson has coal.

By the end of this lesson, students should be able to:

- ✓ Identify reasons why people who lived in the country traveled to town
- ✓ Describe the different kinds of tradespeople in a colonial town
- ✓ Identify the tools used by colonial tradespeople



## The Little Gray Pony

### ← Show image 9A-1: Man happily riding his pony along the road

There was once a man who owned a little gray pony.

Every morning when the dewdrops were still hanging on the pink clover in the meadows, and the birds were singing their morning song, the man would jump on his pony and ride away, *clippety, clippety, clap!*

[Have students clap out the syllables and repeat *clippety, clippety, clap!*]

The pony's four small hoofs played the jolliest tune on the smooth pike road, the pony's head was always high in the air, and the pony's two little ears were always pricked up; for he was a merry gray pony, and loved to go *clippety, clippety, clap!*

The man rode to town and to country, to church and to market, uphill and downhill; and one day he heard something fall with a *clang* on a stone in the road.

[Ask students: "What do you think made the *clang* sound?"]

Looking back, he saw a horseshoe lying there.

And when he saw it, he cried out:

*"What shall I do? What shall I do?"*

*If my little gray pony has lost a shoe?"*

[Have students repeat the character's line with feeling and expression.]



### ← Show image 9A-2: Man behind the pony

Then down he jumped, with haste and in a great hurry, and looked at one of the pony's forefeet; but nothing was wrong. He lifted the other forefoot, but the shoe was still there.

[Define forefeet as the horse's front feet. Tell students to imagine that they were horses; their hands would be their forefeet.]

He examined one of the hindfeet, and began to think that he was mistaken.



[Ask students: “What do you think the hindfeet are?” Explain that the hindfeet are the back feet of the horse. Tell students to imagine that they were horses; their feet would be their hindfeet.]

But when he looked at the last foot, he cried again:

*“What shall I do? What shall I do?”*

*My little gray pony has lost a shoe!”*

[Have students repeat the phrase with you with feeling and expression.]



← **Show image 9A-3: Man talking to blacksmith**

Then he made haste to go to the blacksmith, and when he saw the smith, he called out to him:

“Blacksmith! Blacksmith! I’ve come to you;

My little gray pony has lost a shoe!”

But the blacksmith answered and said:

“How can I shoe your pony’s feet,

Without some **coal**, the iron to heat?”

[Ask students: “Why is coal important to the blacksmith?” (The blacksmith uses coal to heat the iron.)]

The man was **downcast** when he heard this; but he left his little gray pony in the blacksmith’s care, while he hurried here and there to buy the **coal**.

[Ask students: “What do you think *downcast* means?” *Downcast* means sad. Remind students that the little gray pony is described as merry. Ask students: “What do you think *merry* means?” *Merry* means happy. *Merry* is the opposite of *downcast*. Have students repeat *downcast* and *merry* with you while making a sad face and a happy face.]



← **Show image 9A-4: Man talking to storekeeper**

First of all he went to the store; and when he got there, he said:

“Storekeeper! Storekeeper! I’ve come to you;

My little gray pony has lost a shoe!

And I want some **coal**, the iron to heat,

That the blacksmith may shoe my pony's feet."

But the storekeeper answered and said:

"Now, I have apples and candy to sell,

And more nice things than I can tell;

But I've no **coal**, the iron to heat,

That the blacksmith may shoe your pony's feet."

[Ask: "Does the storekeeper have coal? What does the storekeeper have?"]

Then the man went away sighing, and saying:

*"What shall I do? What shall I do?*

*My little gray pony has lost a shoe!"*



← **Show image 9A-5: Man talking to farmer**

By and by he met a farmer coming to town with a wagon full of good things.

[Say to students: "Turn and tell your partner why you think the farmer might be coming to town." Call on one or two pairs to share.]

He said:

"Farmer! Farmer! I've come to you;

My little gray pony has lost a shoe!

And I want some **coal**, the iron to heat,

That the blacksmith may shoe my pony's feet."

Then the farmer answered the man and said:

"I've bushels of corn and hay and wheat,

Something for you and your pony to eat;

But I've no **coal**, the iron to heat,

That the blacksmith may shoe your pony's feet."

[Ask: "Does the farmer have coal? What does the farmer have?"]

So the farmer drove away and left the man standing in the road, sighing and saying:

*“What shall I do? What shall I do?”*

*My little gray pony has lost a shoe!”*



← **Show image 9A-6: Man talking to miller**

In the farmer’s wagon, full of good things, he saw corn, which made him think of the mill, so he hastened there, and called to the dusty miller:

“Miller! Miller! I’ve come to you;

My little gray pony has lost a shoe,

And I want some **coal**, the iron to heat,

That the blacksmith may shoe my pony’s feet.”

The miller came to the door in surprise, and when he heard what was needed, he said:

“I have wheels that go round and round,

And stones to turn till the grain is ground;

But I’ve no **coal**, the iron to heat,

That the blacksmith may shoe your pony’s feet.”

[Ask: “Does the miller have coal? What does the miller have?”]

← **Show image 9A-7: Man on rock, and woman approaching**



Then the man turned away sorrowfully and sat down on a rock near the roadside, sighing and saying:

*“What shall I do? What shall I do?”*

*My little gray pony has lost a shoe!”*

After a while a woman came down the road, driving a flock of geese to market, and when she came near the man, she stopped to ask him his trouble.

He told her all about it, and when she had heard it all, she laughed till her geese joined in with a cackle; and she said:

“If you would know where the **coal** is found,  
You must go to the **miner**, who works in the ground.”



← **Show image 9A-8: Man talking to miner**

Then the man sprang to his feet, and, thanking the woman, he ran to the miner.

Now the **miner** had been working and looking for **coal** many a long day down in the mine, under the ground, where it was so dark that he had to bring a lamp with him at his work!

[Ask: “Do you think the miner will have coal for the man?”]

The **miner** had plenty of black **coal** ready and gave great lumps of it to the man, who took them in **haste** to the blacksmith.

[Ask students what *haste* means. If they are unable to answer, remind them that it means a hurry.]



← **Show image 9A-9: Man smiles as blacksmith hammers horseshoes**

The blacksmith lit his great red fire, and hammered out four, fine, new shoes with a *cling!* and a *clang!* and fastened them on with a *rap!* and a *tap!*

Then away rode the man on his little gray pony, *clippety, clippety, clap!*

[Say to students: “Tell your partner how the man is feeling now. Is he feeling merry or downcast? How do you know?”]

## Discussing the Read-Aloud

10 minutes

### Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. Encourage students to answer in complete sentences. Model answers using complete sentences for students.

1. *Literal* What sound do the horse’s shoes make when they hit the road?
  - The horse’s shoes make a *clippety, clippety, clap* sound when they hit the road.

2. *Literal* Which colonial tradesperson made horseshoes?
  - The blacksmith made horseshoes.
3. *Literal* Why couldn't the blacksmith make the pony a new horseshoe?
  - The blacksmith was out of coal to make a fire to heat the iron.
4. *Literal* Which tradesperson had apples and candy?
  - The storekeeper had apples and candy.
5. *Literal* Who did the man meet on the road?
  - The man met a farmer on the road.
6. *Inferential* Why was the farmer going to town?
  - Answers may vary; the farmer was going to barter his crops for things that he needed from different tradespeople; the farmer was going to the miller to turn his corn and wheat into flour.
7. *Inferential* Who helps the man solve his trouble? How does this person help the man?
  - The woman helps the man solve his trouble by telling him to go see the miner.
8. *Literal* Who had coal?
  - The miner had coal.

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your partner and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

9. *Evaluative Think Pair Share:* The little gray pony only lost one shoe. Why do you think the blacksmith made him four new ones instead of just one?
  - Answers will vary.

### **Word Work: Merry and Downcast**

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1. In the read-aloud, you heard, "The pony's four small hoofs played the jolliest tune on the smooth pike road . . . for he was a *merry* gray pony, and loved to go clippety, clippety, clap!"  
You also heard, "The man was *downcast* when he heard [that the blacksmith could not make the horseshoe for his pony]."
2. Say the word *merry* with me.  
Say the word *downcast* with me.

3. *Merry* is another word for *happy*.  
*Downcast* is another word for *sad*.
4. Monique was merry on her birthday because she was able to be with her family and friends.  
Donald was downcast when he found out his grandparents were not coming to visit.
5. Tell your partner about a time you felt merry and a time you felt downcast. Use the words *merry* and *downcast* when you tell about it.  
[Ask two or three students. If necessary, guide and/or rephrase students' responses: "I was merry when . . . ; I was downcast when . . ."]
6. What are the words we have been talking about?

Use a *Making Choices* activity for follow-up. Directions: The opposite of *merry* is *downcast*.

[Have students smile while saying *merry*, and then have them frown while saying *downcast*.]

I am going to say a sentence about something that could happen to a person. If you think that the person would feel merry if it happened to him or her, say, "[Name of person] should feel merry." If you think that person would feel downcast if it happened to him or her, say, "[Name of person] should feel downcast."

1. Raul dropped his ice cream cone.
  - Raul should feel downcast.
2. Today is Kai's birthday.
  - Kai should feel merry.
3. Jaylon's dog is sick.
  - Jaylon should feel downcast.
4. Yun went to the park to play.
  - Yun should feel merry.
5. Jada's field trip was cancelled.
  - Jada should feel downcast.
6. Chamar received a new book.
  - Chamar should feel merry.



**Complete Remainder of the Lesson Later in the Day**



# The Little Gray Pony

9<sub>B</sub>

## Extensions

15 minutes

### Story Map (Instructional Master 9B-1)

- Tell students that they will retell the story using a story map. Explain that this story map shows the plot of the story.
- First, ask students to name the characters in the story. Then, connect the characters in the story with the images on the story map. (a man on his pony/man and pony, a blacksmith/anvil and hammer, a storekeeper/apple and candy, a farmer/corn and wheat, a miller/sacks of flour, a woman/goose, a miner/lumps of coal)
- Next, ask students about the setting of the story or where the story takes place. (colonial town)
- Then, have students tell you about the problem in the story. (A little gray pony has lost his horseshoe.)
- Finally, use the story map to retell the events from the story. Remind students that the order of events is called the *plot*.

**Note:** Have students follow along using their own story map, or have students make their story maps after you make one.

- The man rides his pony everywhere, but its horseshoe fell off.
- The man takes his pony to see a blacksmith, but the blacksmith has no coal to light the fire to heat the iron to make a new horseshoe.
- The man goes to see a storekeeper, but the storekeeper has no coal, only apples and candy to sell.
- The man meets a farmer on the road, but the farmer has no coal, only bushels of wheat, hay, and corn.
- The man goes to see a miller, but the miller has no coal, only wheels to turn and stones to grind grain.
- The man meets a woman with a flock of geese. The woman has no coal, but tells man to go see the miner.

- The man goes to see the miner, and the miner gives him lumps of coal.
- Finally, the man returns to see the blacksmith. The blacksmith uses coal to make a fire, heat the iron, and makes four new horseshoes for the little gray pony.
- Ask students how the man solves his problem. (The man gets coal from the miner and brings the coal to the blacksmith, who uses it to heat the fire to make four new horseshoes for the pony.)

### Who Am I?

---

**Note:** Flip to the designated Flip Book image, but do not show the image until students have heard and attempted to guess the person in the riddle.



← **Show image 9A-9: Man smiles as blacksmith hammers horseshoes**

- I am strong and sturdy with a hammer and anvil. I will shoe your horse when you bring me coal for my fire. Who am I?
  - the blacksmith



← **Show image 9A-4: Man talking to storekeeper**

- I have more nice things than I can tell, including apples and candy to sell, but no coal for the fire. Who am I?
  - the storekeeper



← **Show image 9A-6: Man talking to miller**

- I have wheels that go round and round to turn the stones till the grain is ground, but no coal for the fire. Who am I?
  - the miller



← **Show image 9A-5: Man talking to farmer**

- I bushels of corn and hay and wheat. I always have something for you and your pony to eat, but no coal for the fire. Who am I?
  - the farmer



← **Show image 9A-8: Man talking to miner**

- I have lumps of coal that I have found in the mine, down under the ground. Who am I?
  - the miner





# Stone Soup

10

## ✓ Lesson Objectives

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### Core Content Objectives

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Students will:

- ✓ Name the different kinds of tradespeople found in a colonial town
- ✓ Describe the jobs of different tradespeople in a colonial town

### Language Arts Objectives

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The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards that are addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, retell the story “Stone Soup,” including the characters, setting, and plot, and events (RL.K.2)
- ✓ With prompting and support, use narrative language to describe the characters, setting, and events from “Stone Soup” (RL.K.3)
- ✓ Listen to a variety of texts, including fictional stories such as “Stone Soup” (RL.K.5)
- ✓ With prompting and support, describe the role of an author and illustrator in a different version of “Stone Soup” (RL.K.6)
- ✓ Use an interactive activity for “Stone Soup” to narrate the events in the read-aloud in the order in which they occurred (W.K.3)
- ✓ Identify real-life connections between words—*delicious*, *curious*, and *sympathy*—and their use (L.K.5c)

## Core Vocabulary

**grocer, n.** Storekeeper who sells food

*Example:* My grandmother always asks the grocer at the supermarket which fruits are in season.

*Variation(s):* grocers

**peered, v.** Looked or stared

*Example:* The children peered through the bakery window to see if the baker was bringing out fresh bread.

*Variation(s):* peer, peers, peering

**spirits, n.** Feelings or attitudes

*Example:* Her spirits were low because it was rainy and cold.

*Variation(s):* spirit

**sympathy, n.** A feeling of sorrow for someone else

*Example:* When I broke my arm, my friend showed her sympathy by helping to carry my books.

*Variation(s):* sympathies

Vocabulary Chart for Stone Soup			
Core Vocabulary words are in <b>bold</b> . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
<b>Understanding</b>	baker barley butcher blacksmith carpenter <b>grocer</b>	<i>curious</i> <i>delicious</i> <b>peered</b> stumbled <b>sympathy*</b>	hungry marching pot shared soldier soup stone
<b>Multiple Meaning</b>	iron odd <b>spirits</b>	bit offer	feed
<b>Phrases</b>	welcome committee		
<b>Cognates</b>	<b>espíritu</b>	<i>curioso</i> <i>delicioso</i> ofrecer	marchar soldado sopa

## ***Image Sequence***

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This is the order in which Flip Book images will be shown for this read-aloud. Please note that it uses the same image sequence as the *Tell It Again! Read-Aloud Anthology*.

1. 10A-1: Three tired soldiers spot steeple in distance
2. 10A-2: Girl spots soldiers
3. 10A-3: Girl standing at shop window
4. 10A-4: Girl sitting alone in town square
5. 10A-5: Blacksmith giving the girl a pot
6. 10A-6: Townspeople coming with ingredients to add to soup
7. 10A-7: People eating soup



# Stone Soup

# 10<sub>A</sub>

At a Glance	Exercise	Materials	Minutes
<b>Introducing the Read-Aloud</b>	<b>What Have We Already Learned?</b>	Story Map for “The Little Gray Pony”	15
	<b>Introducing “Stone Soup”</b>	Town Map; chart paper; sticky notes—one per student	
	<b>Vocabulary Preview: Delicious, Curious</b>		
	<b>Purpose for Listening</b>		
<b>Presenting the Read-Aloud</b>	<b>Stone Soup</b>	Town Map; items and realia from the story Stone Soup Story	10
<b>Discussing the Read-Aloud</b>	<b>Comprehension Questions</b>		10
	<b>Word Work: Sympathy</b>		
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b>Extensions</b>	<b>Making Stone Soup</b>	Instructional Master 10B-1; blank construction paper; scissors; coloring tools	15
	<b>Different Version/Same Story</b>	Trade book version of “Stone Soup”	

## Advance Preparation

For Introducing “Stone Soup,” make a prediction chart with the following question: “Will the townspeople give the girl food for the soldiers?” Have students write their names on a sticky note and place it in the column for their answer.

<b>Will the townspeople give the girl food for the soldiers?</b>	
Yes	No

For Presenting the Read-Aloud, bring in items and realia from the story (e.g., large metal pot, firewood, plastic meat, barley, salt, onion, potatoes, turnips, carrots, and celery). You may wish to pass out samples of “Stone Soup” at the end of the lesson for students to try. (See Culminating

Activities for a sample recipe.) **Note:** Be sure to check with your school’s policy regarding food distribution and allergies.

For the Making Stone Soup activity, make copies of Instructional Master 10B-1 for each student. Students will recreate the stone soup as they retell the story.

Find a trade book version of “Stone Soup” to read aloud to the class.

## ***Introducing the Read-Aloud***

**15** minutes

### **What Have We Already Learned?**

---

- Remind students that they heard the fiction story “The Little Gray Pony.”
- Group students into groups of four. Have each group use their story maps to retell the order of events in the story. Students should take turns saying one event from the story at a time. They should point to the image on their story map that represents the part of the story they are retelling. [Each student should have two turns to retell events from the plot.]

### ***Alternate Activity***

- Have students act out the story. Tell them you will be the narrator and you will group them into different characters.
- Group children in the roles of the man, the blacksmith, the storekeeper, the farmer, the miller, the woman, and the miner.
- Allow groups to practice what their characters say and the gestures their characters might make. For example, the man would sigh and say, “What shall I do? What shall I do? My little gray pony has lost a shoe!”
- Perform the story. Refer back to the Story Map for the Little Gray Pony, as necessary, for the story events.

### **Introducing “Stone Soup”**

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- Tell students that in today’s lesson, they will hear a fiction story about three hungry soldiers who march into town hoping to get some food to eat from the people in the colonial town.

### Take a Picture Walk

- Tell students: “We are going to take a picture walk through some of the pictures in ‘Stone Soup’ together. The picture walk will help us learn about the story before I read the story to you.”



#### ← Show image 10A-1: Three tired soldiers spot steeple in distance

- Ask students: “What is a soldier?” Call on a few students to answer. Explain that a soldier is someone who is member of an army; a soldier helps fight the enemy during war. Explain that there were soldiers during colonial times, but they were poor because the government could not always pay them. Without money or supplies, soldiers had to rely on townspeople for food.
- Ask students: “Where do you think the soldiers are going?”
- Tell students: “These soldiers are tired and hungry, but they do not have any money for food, so they are going to see if the townspeople can give them food to eat.”



#### ← Show image 10A-2

- Have students identify another character in the image. (the girl)
- Tell students that the girl sees the three soldiers coming to town, and she wants to gather food to offer them, so she goes to different stores. Have students guess which stores she will go to. Point out the stores on the Town Map.
- Ask students: “Do you think the townspeople will give the girl food for the soldiers?” Have students place their sticky note on the prediction chart.

### Vocabulary Preview

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#### *Delicious*

1. In the story, you will hear one of the soldiers say, “[The stone soup] already smells so *delicious*.”
2. Say the word *delicious* with me three times.
3. *Delicious* describes a food that tastes or smells good.  
[Have students act out what they might say or do to show that they have just tasted something delicious.]
4. The apple pie smells and tastes delicious.  
Martha’s grandmother makes delicious tamales.

5. Is there a food that your family likes to eat that is delicious to you? Turn and tell your partner about that food. Use the word *delicious* when you tell about it.

### ***Curious***

1. In the story, the blacksmith says, “I am *curious* about this Stone Soup.”
2. Say the words *curious* with me three times.
3. *Curious* means excited to know or learn about something
4. Carston was curious about spiders, so he borrowed a book about spiders from the library.  
Tamika’s little sister was so curious about the world, she asked questions all day long!
5. Is there something you are curious about? Turn and tell your partner what you are curious about. Use the word *curious* when you tell about it.

### **Purpose for Listening**

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Tell students to listen carefully to find out whether the tradespeople wanted to feed the soldiers at first and how the soldiers were able to make Stone Soup.

By the end of this lesson, students should be able to:

- ✓ Name the different kinds of tradespeople found in a colonial town
- ✓ Describe the different kinds of tradespeople found in a colonial town



## Stone Soup

### ← Show image 10A-1: Three tired soldiers spot steeple in distance

[Ask a student volunteer to point to the soldiers.]

Three soldiers—Henry, George, and Lucas—were marching home from the war.

[Define marching as similar to walking, but moving along in a steady, regular step. Demonstrate marching in place, and then have the class stand and march in place or around the classroom. Have students say *marching* with you.]

They had been marching for many days, and they expected to march many more before they finally made it home. They were cold and tired, but most of all, they were hungry.

“Look there, just over those trees!” Henry said, pointing. “I see a church steeple. There must be a town over there. Perhaps the good people will offer us some food.”

“Good idea!” said George.

“Let’s go!” said Lucas.



### ← Show image 10A-2: Girl spots soldiers

The three soldiers marched toward the town, holding their stomachs and hanging their heads because they were so hungry. They didn’t know it, but a little girl saw them coming.

She turned and ran to the blacksmith’s shop.

[Point to the blacksmith’s shop on the map. Ask whether any students guessed that the girl would go to the blacksmith.]

She banged on his door.

[Demonstrate banging on the wall and then have students say *banged* with you.]

“Blacksmith, Blacksmith,” she said. “Three soldiers are coming. They look hungry. We must offer them food.”

The blacksmith didn’t turn his head. He continued pounding on the big iron pot he was making. “I have no time to be offering food to



hungry soldiers. I must get this pot finished, or I will not get paid. If I do not get paid, I cannot buy food, and my family and I will be hungrier than those soldiers.”

[Ask: “Did the blacksmith offer food?”]

“If you say so,” said the girl. Then she ran to the carpenter’s shop and banged on the door.

[Ask whether any students guessed that the girl would go to the carpenter.]

“Carpenter, Carpenter,” she said. “Three soldiers are coming. They look hungry. We must offer them food.”

The carpenter didn’t turn his head. He continued measuring wood using a square.

“Hungry soldiers,” he said, without much **sympathy**. “I have no time to be offering food to three hungry soldiers. I must get this table done, or I will not get paid, and then I will not have enough food to feed my family.”

[Ask: “Did the carpenter offer food?”]

“If you say so,” said the girl. Then she turned and banged on the baker’s door.

[Point to the baker’s shop on the map. Ask whether any students guessed that the girl would go to the baker.]



← **Show image 10A-3: Girl standing at shop window**

“Baker, Baker,” she said. “Three soldiers are coming. They look hungry. We must offer them food.”

“Humph,” he said. “I suppose you think I’m going to give those three soldiers some of my fresh bread. I will sell it to them, but I will not give it away for nothing. I must eat, too, you know.”

[Ask: “Did the baker offer food?”]



← **Show image 10A-4: Girl sitting alone in town square**

The girl went from shop to shop to shop. She asked everyone in town if they could feed three hungry soldiers. But they were all too busy doing their own jobs to offer any help. They told the girl that they did not have enough to feed their own families, let alone the three soldiers.

Finally, Henry, George, and Lucas stumbled into the town square. They were colder, more tired, and hungrier than ever. They looked around. Nobody had come out to see them.

“Hello,” said the girl, who had been watching the soldiers from across the town square.

The three soldiers turned.

“Aha,” said Lucas. “Are you the welcoming committee?”

[Explain that when Lucas asks this question, he is making a joke because a welcoming committee is normally a group of people—not just one young girl—who come to welcome or greet a visitor.]

“I am sorry,” said the girl. “Everyone in town is very busy right now with their own work. They cannot feed you.”



← **Show image 10A-5: Blacksmith giving the girl a pot**

“Well, then,” said Lucas. “We shall have to feed ourselves.” He reached down to the ground and picked up a large stone near his feet. “We shall make Stone Soup. We make it all the time where I come from.”

[Point to the stones in the image. Ask: “Can you make soup from stones placed in a pot of hot water?” Tell them to hold up one finger if they think you can make soup from stones or two fingers if they think you cannot make soup from stones.]

“Stone Soup?” asked the girl. “But you can’t make soup from nothing but stones.”

“Of course you can,” said Lucas. “Stone Soup is the best soup in the world, and the best part is that all we need to make it are three large stones and a large pot of water.”

**Mid-story Check-In**

1. *Literal* What do the soldiers want from the townspeople?
  - They want food.
2. *Literal* Do any of the tradespeople give the girl food for the soldiers?
  - None of the tradespeople give the girl food for the soldiers.
3. *Inferential* Why did the tradespeople feel they could not give the soldiers any food?

- The tradespeople needed to keep working to make goods to sell for money so they could buy food for their own family.
4. *Evaluative* Do you think the soldiers will be able to feed themselves by making stone soup?

- Answers will vary.

“Here’s a stone,” said George.

“And here’s another,” said Henry.

“Perfect,” said Lucas. “Then, if we could just find a large iron pot, we could make the soup ourselves, and we wouldn’t bother anyone.”

[Say to students: “Tell your partner which colonial tradesperson makes large iron pots.”]

“I know where we can get a pot,” said the girl. She ran to the blacksmith’s shop. But she didn’t even have to knock. The blacksmith had been listening through his door.

“I am curious about this Stone Soup,” he said. “I’ll lend you a pot.”

He and the girl carried it out to the town square.

“Excellent,” said Lucas. “Now, we just need to fill this pot with water, and we’ll start our Stone Soup cooking. We won’t have to bother anyone else.”

Several people popped out of their houses and shops carrying buckets of water. They dumped the water into the pot.

The carpenter popped out of his shop. “Do you need some firewood?” he asked. He carried an armload of wood to the square and began building a fire.

[Say to students: “Tell your partner why the carpenter would have wood to give to the soldiers.”]

George, Henry, and the girl each dropped a stone into the pot.

Everyone stood watching Lucas stir the soup.



← **Show image 10A-6: Townspeople coming with ingredients to add to soup**

“Mmm,” said Lucas. “It already smells so delicious. And we really don’t need anything else. But . . .”

“But what?” asked the girl.

“This Stone Soup looks a tad thin,” said Lucas. “Stone Soup is best when it has a bit of barley and some meat in it.”

“I have some barley,” said the baker, popping out of his shop.

[Tell students that barley is a grain that was grown during colonial times and is still eaten today, often in soups.]

He brought a bowl full of barley and tossed it into the soup.

“I have a side of beef that I just chopped up,” said the butcher.

[Explain that the butcher is a colonial tradesperson who cuts meat.]

He came out with a plate piled high with cubes of beef and dropped it into the pot.

“Ah,” said Lucas, stirring and sniffing. “The soup looks much better now. But, oh dear . . . ”

“What?” asked the townspeople.

“This Stone Soup would be even better with a little onion and a bit of salt.”

The **grocer** brought onions and salt.

[Tell students that a grocer is a storekeeper who sells food.]

Other townspeople turned up carrying a few items from their homes—potatoes, turnips, carrots, and celery. All of these were chopped up and tossed in the pot.

“Excellent,” said Lucas. He stirred, sniffed, and then took a little taste. He stood up straight. All the townspeople watched and waited. Finally, Lucas said, “It is perfect.” The townspeople sighed with pleasure.

“Except,” said Lucas, “I forgot one very important thing.”

“What? What? What?” the townspeople asked.

[Say to students: “Tell your partner what you think Lucas forgot to put in the stone soup. Call on two or three students to share what their partner said.]



← **Show image 10A-7: People eating soup**

“Stone Soup is best when it is shared!”

The townspeople cheered. They brought out tables and chairs. They brought out bowls and cups and spoons. They brought out fresh apple cider, loaves of crusty bread, and fig pies. They talked and laughed with the soldiers and ate and ate and ate.

They ate every last bit of Stone Soup . . . all except the three stones, which sat at the bottom of the pot.

“Thank you for teaching us to make Stone Soup,” said the girl.

She **peered** into the pot.

[Demonstrate peering, and then have the students act out how the girl peered into the pot while they say the word *peered* with you.]

“But the stones are still there. Why didn’t they get cooked into the soup?”

“That’s odd,” said Lucas.

He winked at the girl and whispered, “Perhaps you were right in the first place. Perhaps you can’t make soup from stones after all.”

With their stomachs full and **spirits** raised, the three soldiers waved goodbye to the little girl and the townspeople, and they continued on their long march home.

[Tell students that *spirits* describes their mood or how they are feeling. Tell students that the soldiers feel happy and energized again.]

### Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. Encourage students to answer in complete sentences. Model answers using complete sentences for students.

1. *Literal* Who was the only townspeople who met the soldiers when they came to town?
  - The little girl was the only townspeople who met the soldiers when they came to town.
2. *Inferential* Who let the soldiers borrow an iron pot to make the soup?
  - The blacksmith let the soldiers borrow his iron pot.

Why did the blacksmith do that?

- The blacksmith was curious about the Stone Soup the soldiers wanted to make.
3. *Inferential* Which ingredients went into the soup?
    - Three stones, barley, meat, onions, salt, potatoes, turnips, carrots, and celery went into the soup.

Out of all the ingredients, which one could not be eaten?

- The stones could not be eaten.
4. *Inferential* Why were the stones left in the pot?
    - Stones do not cook. You cannot really eat stones.
  5. *Evaluative* Do you think stones and water alone could have made soup? Why or why not?
    - No, stones are not food and do not have any flavor.
  6. *Evaluative* Do you think the townspeople also had their spirits raised, or felt happy, after eating the Stone Soup with the soldiers?
    - Answers will vary.

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your partner and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

7. *Evaluative Think Pair Share:* If you were a colonial tradesperson in the town that the soldiers visited, would you have given them food right away? Why or why not?

- Answers may vary.

### Word Work: Sympathy

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1. In the read-aloud, you heard, “‘Hungry soldiers,’ [the carpenter] said, without much *sympathy*.”
2. Say the word *sympathy* with me.
3. Sympathy is a feeling of sorrow for someone else.
4. When I see someone who is hurt, I have sympathy for them.
5. Think about a time you felt sympathy for someone else, or think about a time someone else had sympathy for you. Use the word *sympathy* when you tell about it.  
[Ask two or three students, if necessary, guide or rephrase students’ responses: “I had sympathy for \_\_\_\_\_ when . . .” or “\_\_\_\_\_ had sympathy for me when . . .”]
6. What is the word we have been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to say some sentences. If I say something that would make you feel sympathy, say, “I would feel sympathy.” If I say something that would not make you feel sympathy, say, “I would not feel sympathy.” (Answers may vary.)

1. A baby bird fell out of the nest.
2. Today is Lucy’s birthday and no one remembered.
3. The cow had plenty of grass to graze on.
4. Jose lost his favorite ball.
5. Gerald won three new books.
6. Susie fell off her bike and hurt her arm.



### Complete Remainder of the Lesson Later in the Day



# Stone Soup

10<sub>B</sub>

## Extensions

15 minutes

### Making Stone Soup (Instructional Master 10B-1)

- Tell students that they will retell the story by making Stone Soup. Explain that as they put together their Stone Soup, they will talk about events from the story, or the plot.
- First, ask students to name the characters in the story. (soldiers, little girl, blacksmith, carpenter, baker, butcher, grocer, other townspeople)
- Next, ask students about the setting of the story or where the story takes place. (colonial town)
- Then, have students tell you about the problem in the story. (The soldiers are hungry, but the townspeople do not give them food.)
- Finally, use the Stone Soup to retell the events from the story. Remind students that the order of events is called the *plot*.

**Note:** Have students follow along using their own cut-outs for their Stone Soup, or have students make their own Stone Soup after you make one.

- The blacksmith lets the soldiers borrow his iron pot.
- The townspeople fill the pot with water. [Draw blue water in the pot.]
- The carpenter gives the soldiers some firewood and builds a fire to heat the soup.
- The soldiers and the girl put the three stones in.
- The baker puts some barley in.
- The butcher puts some meat in.
- The grocer puts some salt and onion in.
- Other townspeople put potatoes, turnips, carrots, and celery in.
- Finally, the soldiers enjoy the Stone Soup with the townspeople.



- Ask students how the soldiers solve their problem. (The soldiers made the townspeople curious about the Stone Soup so that the townspeople willingly gave the soldiers the things that they needed for their soup.)

### **Different Version/Same Story**

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- Find a trade book version of the story “Stone Soup.” Tell students that this story has been told many different ways. Explain that you are going to read a different version of “Stone Soup.” Tell students to listen carefully to see if they can notice any differences between the two versions of the same story.
- Explain to students that the person who wrote the book is called the author. Tell students the name of the author. Explain to students that the person who makes the pictures for the book is called an illustrator. Tell students the name of the illustrator. Show students where they can find this information on the cover of the book or on the title page.
- As you read, use the same strategies that you have been using when reading the read-aloud selections in this domain—pause and ask text-based questions to ensure comprehension; rapidly clarify critical vocabulary within the context of the read-aloud; etc.
- After you finish reading the trade book aloud, lead students in a discussion as to how the story or information in this book relates to the read-alouds in this domain.



# Domain Review

**DR**

## ***Note to Teacher***

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You should spend one day reviewing and reinforcing the material in this domain. The following activities have been provided to help prepare students for the Domain Assessment.

You may have students do any combination of the activities provided, in either whole-group or small-group settings.

## ***Core Content Objectives Addressed in This Domain***

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Students will:

- ✓ Describe the bricklayer, mason, and carpenter in a colonial town
- ✓ Identify the tools used by bricklayers, masons, and carpenters
- ✓ Describe a blacksmith in a colonial town
- ✓ Identify the tools used by blacksmiths
- ✓ Identify reasons why people who lived in the country traveled to town
- ✓ Explain the essential role of the blacksmith in making tools for other tradespeople

## ***Review Activities***

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### ***Now and Then Venn Diagram Review***

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Review the “Now and Then” Venn diagram with students. Remind students that in this domain, they compared the tradespeople from towns long ago with the workers who do many of the same things today. Remind them of some of these tradespeople: farmers, bakers, spinners, dressmakers, etc. Ask students how and why these jobs may be easier for workers today than they were for colonial townspeople.

## Image Card Review

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### Materials: Image Cards 1–21

In your hand, hold the image cards fanned out like a deck of cards. Ask a student to choose a card but not show it to anyone else in the class. The student must then perform an action or give a clue about the picture s/he is holding. For example, for the image of bricks, a student may pretend to be making a wall by using a trowel and mortar. The rest of the class will guess what is being described. Proceed to another card when the correct answer has been given.

## Image Review

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Show the images from any read-aloud again, and have students retell the read-aloud using the images.

## Tools of the Trade

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### Materials: Bricks, trowel, wood, horseshoe, measuring tape, etc.

Students have heard about many tradespeople and townspeople. Bring in a variety of “tools of the trade” to show students, and set up an interactive town square in the classroom. Create a station for each trade. Shops might include those of a blacksmith, baker, miner, mason, or carpenter. Before opening up the town square to interactive exploration, show students the tools one by one, using them to review domain vocabulary and concepts learned. For example, the carpenter’s shop might have pieces of wood, nails, and a measuring tape (Review the word *measure*.) The baker’s shop might have flour, water, and yeast, plus modeling clay or real dough where students work the dough with their hands. (Review the word *kneaded* and the steps a baker takes to turn flour into dough, and then into bread.) As you introduce the tools of the trade, ask students which tradesperson uses that tool and what that person does.

## Riddles for Core Content

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Ask students riddles such as the following to review core content:

- I am a tradesperson who builds walls and houses using bricks. Who am I? (a bricklayer)
- I am a tradesperson who builds walls and houses using stones. Who am I? (a mason)

- I am a tradesperson who works with wood and makes sure that I “measure twice, cut once.” Who am I? (a carpenter)
- I am a tradesperson who heats iron and uses special tools to shape it into objects. Who am I? (a blacksmith)
- I am a tradesperson who sews cloth together to make dresses. Who am I? (a dressmaker)

## On Stage

Remind students that they have learned about a lot of different tradespeople who lived and worked in colonial towns. Review these tradespeople by holding up image cards that represent each tradesperson. Have students call out the tradesperson associated with each of the following:

Image Card Number and Name	Say
2. Corn	Who grows this? (farmer)
3. Flour	Who makes this? (miller)
4. Bread	Who bakes dough into this? (baker)
5. Cotton	Who spins this into thread? (spinner)
8. Yarn	Who uses this to make cloth? (weaver)
9. Cloth	Who uses this to make clothes? (dressmaker and tailor)
10. Leather	Who uses this to make shoes? (cobbler)
11. Bricks	Who uses these to build houses? (bricklayer)
12. Stones	Who uses these to build houses? (stonemason)
13. Wood	Who uses this to build houses? (carpenter)
14. Iron	Who pounds this into metal objects? (blacksmith)

Explain that now you are going to play a game of charades to review these tradespeople and what they did. Tell them that in this game, you are allowed to use actions and three words to help the rest of the class guess your tradesperson. Take the first turn and act out a miner, a word they learned in “The Little Gray Pony.” Then say the words *coal*, *underground*, and *dark*. Ask for volunteers to guess which tradesperson you are.

Now ask volunteers to choose one of the tradespeople you reviewed and act out the person that each card symbolizes. Remind them they may use any action but only three words. Take turns until all image cards have been acted out. Review any trades that were difficult for the actors or guessers.



# Domain Assessment

# DA

This domain assessment evaluates each student's retention of domain and academic vocabulary words and the core content targeted in *Colonial Towns and Townspeople*. The results should guide review and remediation the following day.

There are three parts to this assessment. You may choose to do the parts in more than one sitting if you feel this is more appropriate for your students. Part I (vocabulary assessment) is divided into two sections: the first assesses domain-related vocabulary, and the second assesses academic vocabulary. Part II and III of the assessment address the core content targeted in *Colonial Towns and Townspeople*.

## Part I (Instructional Master DA-1)

Directions: I am going to say a sentence using a word you have heard in this domain. First I will say the word. Then I will use the word in a sentence. If I use the word correctly in my sentence, circle the smiling face. If I do not use the word correctly in my sentence, circle the frowning face. I will say each sentence two times. Let's do number one together.

1. **Country:** The country is an area of land where homes are far apart from each other, and most of the land is made up of farms. (smiling face)
2. **Trade:** A trade is a job that uses special skills, knowledge, and tools. For example, a spinner's trade uses a spinning wheel to make yarn. (smiling face)
3. **Colonial times:** There were cars and factories during colonial times. (frowning face)
4. **Garments:** Garments are clothing that dressmakers and tailors made. (smiling face)
5. **Chores:** Chores are daily jobs and tasks that you do at home or at school. (smiling face)

6. **Customers:** Customers are people who make things and sell them in their shop. (frowning face)
7. **Cobbler:** A cobbler makes shoes. (smiling face)
8. **Blacksmith:** Not every colonial town had a blacksmith because this trade was not that important. (frowning face)
9. **Barter:** Farmers would barter, or trade, goods that they had for items that they needed from tradespeople. (smiling face)
10. **Town:** A town is a small city with shops and sometimes a square in the middle of town. (smiling face)

Directions: Now I am going to read more sentences using other words you have heard and practiced. If I use the word correctly in my sentence, circle the smiling face. If I do not use the word correctly in my sentence, circle the frowning face. I will say each sentence two times.

11. **Essential:** Something that is essential is necessary and important. For example, water and sunlight are essential to a growing plant. (smiling face)
12. **Rare:** Something that is rare only happens once in a while. For example, going on field trips is a rare event. (smiling face)
13. **Patiently:** Someone who waits patiently always moves around and whines while waiting. (frowning face)
14. **Downcast:** Someone who is downcast will be smiling and laughing. (frowning face)
15. **Sympathy:** To feel sympathy means to feel sorry for someone else and to want to help that person. (smiling face)

## Part II (Instructional Master DA-2)

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Directions: Draw a line matching the tradesperson or townsperson from long ago to the worker who does a similar job today. When I come to your desk, tell me about the job each tradesperson did long ago, and how the job is more easily done today.

### Part III (Instructional Master DA-3)

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Directions: Choose a tradesperson you have learned about, and draw a store sign for that tradesperson to hang outside his or her shop. Then write a sentence or two about that tradesperson.

**Note:** Allow students to label their drawing or dictate their sentences to an adult, if necessary.



# Culminating Activities

CA

## **Note to Teacher**

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Please use this final day to address class results of the Domain Assessment. Based on the results of the Domain Assessment and students' Tens scores, you may wish to use this class time to provide remediation opportunities that target specific areas of weakness for individual students, small groups, or the whole class.

Alternatively, you may also choose to use this class time to extend or enrich students' experience with domain knowledge. A number of enrichment activities are provided below in order to provide students with opportunities to enliven their experiences with domain concepts.

## **Remediation**

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You may choose to regroup students according to particular area of weakness, as indicated from Domain Assessment results and students' Tens scores.

Remediation opportunities include:

- targeting Review Activities
- revisiting lesson Extensions
- rereading and discussing select read-alouds

## **Enrichment**

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### **Domain-Related Trade Book or Student Choice**

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#### **Materials: Trade book**

Read an additional domain-related trade book to review a particular trade or tradesperson; refer to the books listed in the Introduction.

Ask students which read-aloud they have heard recently that they would like to hear again.



## You Were There: Colonial America

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Have students pretend to be tradespeople or townspeople in Colonial America. Ask students to use what they have learned to imagine and then describe what they might see and hear as a tradesperson or townspeople. For example, a student may pretend to be a blacksmith working in his forge and may talk about the heat, the metal, and the customers. They may also talk about the sounds they hear on rare trips to town, the sounds their farm animals make, etc.

## Colonial Crafts and Recipes

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As a whole group or in small groups, bake a colonial recipe, such as pound cake or bread; churn butter in small containers; or do a colonial craft, such as making spoon dolls or felting wool. Refer to the books listed in the domain introduction for one that features colonial crafts and recipes for additional ideas.

### *Colonial Pound Cake*

In a bowl, cream together 2 sticks butter (softened) and 2 cups sugar, mixing well. Add 5 eggs (one at a time);  $\frac{1}{4}$  tsp. salt;  $\frac{1}{2}$  cup milk; 2 cups flour; and 1 tsp. vanilla. Bake 1 hour at 300 degrees. Put aluminum foil over cake. Remove foil during the last 15 minutes of baking.

## Stone Soup

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**Note:** You may wish to coordinate with your school's cafeteria for this activity. Be sure to check with your school's policy regarding food distribution and allergies.

Offer to provide the stones, then have students each bring in an ingredient like the townspeople to make a large pot of stone soup for the class to enjoy. Examples might be: celery, carrots, onions, potatoes, canned tomatoes, chicken or beef bouillon cubes (or broth), spices, quick-cook barley, etc.

Scrub and chop vegetables:

3 large carrots (diced)

4 stalks celery (diced)

2 onions (chopped)

3 large potatoes (diced)

1 cup cabbage (optional)

Place 6 cups water and all ingredients in large pot. Scrub one large clean gray stone (river rock from the craft store) and place in pot.

Add 6 bouillon cubes (beef or chicken); one (16 oz.) can tomatoes; 1-1/2 tsp. salt; pepper to taste (optional)

Cook for 1 hour or until vegetables are tender. Be sure to remove stone before serving.

*Optional substitutions or additions: yellow squash, green beans, cooked chicken or sausage, croutons, parmesan cheese, zucchini, corn, chickpeas, garlic.*

### **On Stage**

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Have a group of students plan and act out “The Little Gray Pony” or “Stone Soup,” or plan and act out an original scene, pretending to be bricklayers, masons, carpenters, or blacksmiths.

### **Class Book: Colonial Towns and Townspeople**

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#### **Materials: Drawing paper, drawing tools**

Tell the class or a group of students that they are going to add to the class book they started previously to help them remember what they have learned in this domain. Have students brainstorm important information about Colonial America, the country, the town, and all of the tradespeople and townspeople they have learned about. Have each student choose one idea to draw a picture of, and ask him or her to write a caption for the picture. Bind the pages to make a book to put in the class library for students to read again and again.

**For Teacher Reference Only:**

Instructional Masters for  
*Colonial Towns and Townspeople*

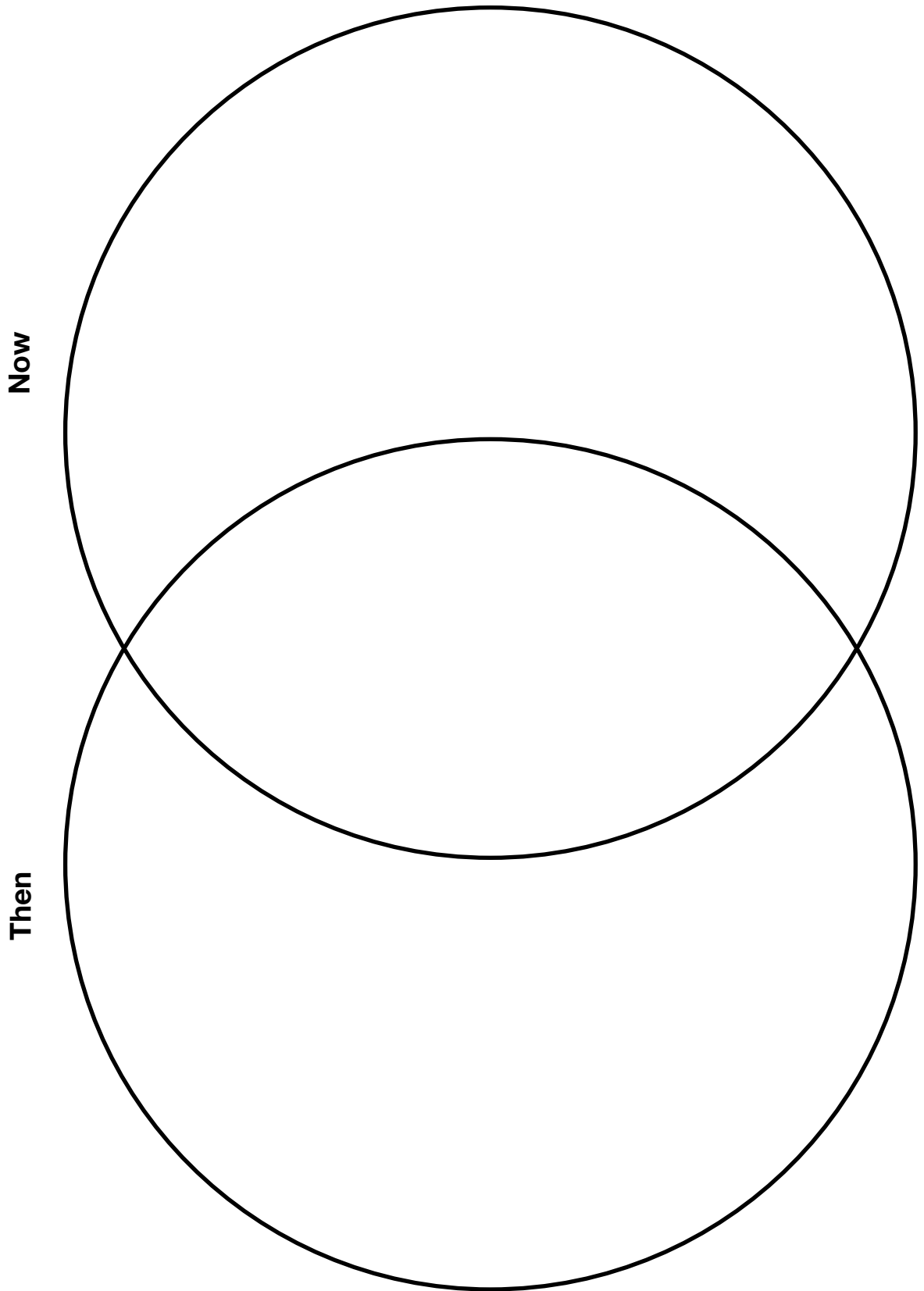




**Chores Chart**

<b>Long Ago</b>	<b>Today</b>
cut firewood feed chickens hang up laundry plow the field feed farm animals make candles fetch water milk the cows churn butter pick cotton shear the sheep sew and weave	[students' sticky notes]











Dear Family Member,

Your child will begin learning about what towns were like during colonial times, over three hundred years ago. During colonial times, most of the things families needed for survival, such as food and clothes, were made at home on their farms. Your child will also learn how farmers could travel to town to get some of the things they needed, such as cloth and shoes. Your child will learn about a variety of tradespeople who worked in larger colonial towns, such as the baker and the tailor.

Below are some suggestions for activities that you can do at home to reinforce what your child is learning about colonial times.

### **1. Tradespeople in Town**

Your child will learn about various tradespeople who worked in colonial towns, including millers, bakers, spinners, weavers, dressmakers, tailors, hatters, and cobblers. Have your child make a store sign on the activity page for one of the tradespeople. Remind your child that during colonial times, many people could not read, so the signs had clear pictures instead of words. After your child finishes making his/her sign, ask what this tradesperson does and which tools the tradesperson uses. Then ask whether this trade still exists today and how it is the same or different from the trade during colonial times.

### **2. Trip to Town**

The next time you have to run errands in your town, take your child along. Talk about why you go to the bank, grocery store, post office, and/or the department store. Encourage your child to ask questions of the professionals you meet on your day in town.

### **3. Children's Chores**

Your child has been learning that colonial children were expected to work hard around the farm to help their families. Colonial children helped to care of the farm animals, fetched firewood and water, took care of the crops, and cooked and sewed. Talk to your child about his/her chores and responsibilities they have—or that you would like them to have—at home. Could your child feed a pet or set the table for dinner? Could your child help with the laundry or make his/her bed? Decide upon two or three chores that your child can do regularly, and hold him or her responsible for these chores.

#### 4. Baked Bread

Bake bread at home or take your child to a bakery to watch bakers knead, proof (set the dough to rise), and bake the dough. Review the basic ingredients of bread. Then enjoy the fresh-baked goodies together!

#### 5. Nursery Rhymes

“Baa, Baa, Black Sheep” is about collecting wool for a spinner—a colonial tradesperson who uses wool and spins it into yarn on a spinning wheel.

*Baa, baa, black sheep,*

*Have you any wool?*

*Yes, sir, yes, sir,*

*Three bags full.*

*One for my master, and one for my dame,*

*And one for the little boy who lives down the lane.*



“Pat-a-Cake” is about the baker—a colonial tradesperson who uses flour to make bread, cakes, rolls, and biscuits to sell in his or her bakery.

*Pat-a-cake, pat-a-cake, baker’s man,*

*Bake me a cake as fast as you can;*

*Roll it and pat it and mark it with a [first letter of child’s name],*

*And put it in the oven for [child’s name] and me.*



#### 6. Read Aloud Each Day

It is very important to read to your child each day. The local library or your child’s teacher may have books about colonial times. A list of books about colonial times is attached to this letter.

Be sure to let your child know how much you enjoy hearing what s/he is learning at school.

## ***Recommended Resources for Colonial Towns and Townspeople***

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### **Trade Book List**

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#### ***Fiction***

1. *Charlie Needs a Cloak*, by Tomie dePaola (Aladdin, 1982) ISBN 978-0671664671
2. *The Elves and the Shoemaker*, by Jim LaMarche (Chronicle Books, 2003) ISBN 978-0811834773
3. *The Emperor's New Clothes: A Tale Set in China*, by Demi (Margaret K. McElderry Books, 2000) ISBN 978-0689830686
4. *A Horse's Tale: A Colonial Williamsburg Adventure*, by Susan Lubner and illustrated by Margie Moore (Abrams Books for Young Readers, 2008) ISBN 978-0810994904
5. *Ox-Cart Man*, by Donald Hall and illustrated by Barbara Cooney (Puffin, 1983) ISBN 978-0140504415
6. *Stone Soup*, by Marcia Brown (Aladdin, 2005) ISBN 978-0689878367
7. *Town Mouse, Country Mouse*, by Jan Brett (Putnam Juvenile, 2003) ISBN 978-0698119864

#### ***Nonfiction***

8. *Clothes in Colonial America*, by Mark Thomas (Children's Press, 2002) ISBN 978-0516234908
9. *Colonial Days: Discover the Past with Fun Projects, Games, Activities, and Recipes (American Kids in History Series)*, by David C. King (Jossey Bass, 1998) ISBN 978-0471161684
10. *Colonial Families*, by Verna Fisher (Nomad Press, 2011) ISBN 978-1936313563
11. *Colonial Farms*, by Verna Fisher (Nomad Press, 2011) ISBN 978-1936313587

12. *Colonial Homes*, by Verna Fisher (Nomad Press, 2011) ISBN 978-1934670989
13. *Colonial Jobs*, by Verna Fisher (Nomad Press, 2011) ISBN 978-1936313198
14. *Colonial Kids: An Activity Guide to Life in the New World*, by Laurie Carlson (Paw Prints, 2008) ISBN 978-1435260931
15. *Colonial Life*, by Bobbie Kalman (Crabtree Publishing, 1992) ISBN 978-0865055117
16. *Colonial Life (A True Book)*, by Brendan January (Children's Press, 2001) ISBN 978-0516271941
17. *Colonial Times from A to Z*, by Bobbie Kalman (Crabtree Publishing, 1997) ISBN 978-0865054073
18. *Colonial Towns*, by Verna Fisher and illustrated by Bryan Stoneman (Nomad Press, 2011) ISBN 978-1936313600
19. *Explore Colonial America!: 25 Great Projects, Activities, Experiments (Explore Your World series)*, by Verna Fisher (Nomad Press, 2009) ISBN 978-1934670378
20. *Food in Colonial America*, by Mark Thomas (Children's Press, 2002) ISBN 978-0516234915
21. *Fun and Games in Colonial America*, by Mark Thomas (Children's Press, 2002) ISBN 978-0516234922
22. *The Home (Colonial American Crafts)*, by Judith Hoffman Corwin (Scholastic Library Publishing, 1989) ISBN 978-0531107133
23. *Homes in Colonial America*, by Mark Thomas (Children's Press, 2002) ISBN 978-0516234939
24. *If You Lived in Colonial Times*, by Ann McGovern and illustrated by June Otani (Scholastic, 1992) ISBN 978-0590451604
25. *If You Lived in Williamsburg in Colonial Days*, by Barbara Brenner and illustrated by Jennie Williams (Scholastic, 2000) ISBN 978-0590929226
26. *Life in a Colonial Town (Picture the Past)*, by Sally Senzell Isaacs (Heinemann Library, 2001) ISBN 978-1588102973

27. *The New Americans: Colonial Times: 1620–1689 (American Story)*, by Betsy Maestro and illustrated by Giulio Maestro (HarperCollins, 2004) ISBN 978-0060575724
28. *Work in Colonial America*, by Mark Thomas (Children’s Press, 2002) ISBN 978-0516234953






## Vocabulary List for Colonial Towns and Townspeople (Part 1)

This list includes many important words your child will learn about in *Colonial Towns and Townspeople*. Try to use these words with your child in English and in your native language. Next to this list are suggestions of fun ways your child can practice and use these words at home.

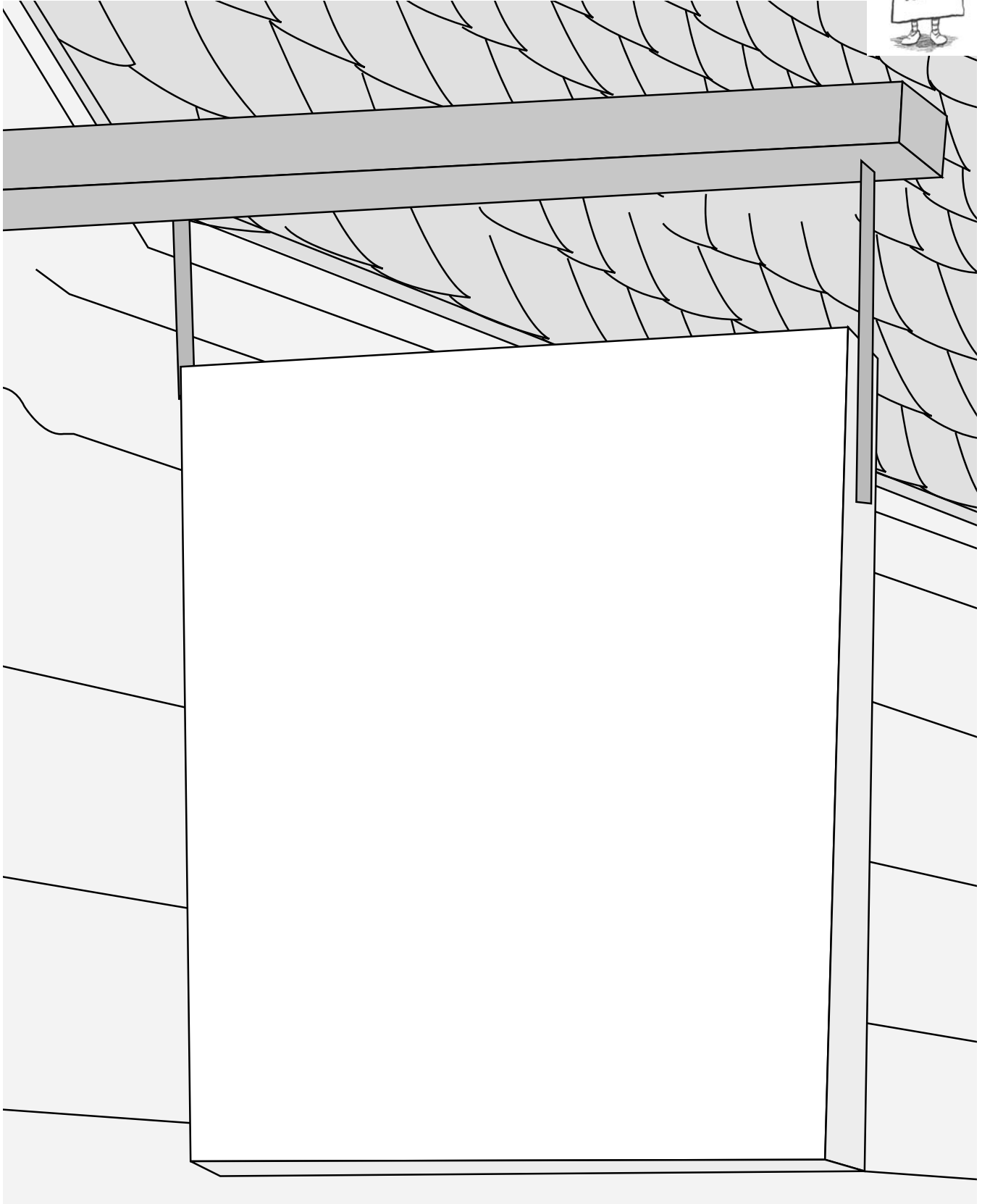
- country
- trade
- tradesperson
- cobbler
- tailor
- customers
- miller
- spinners
- weavers
- measure
- patterns

*Directions: Help your child pick a word from the vocabulary list. Then help your child choose an activity and do the activity with the word. Check off the box for the word. Try to practice a word a day in English and in your native language.*

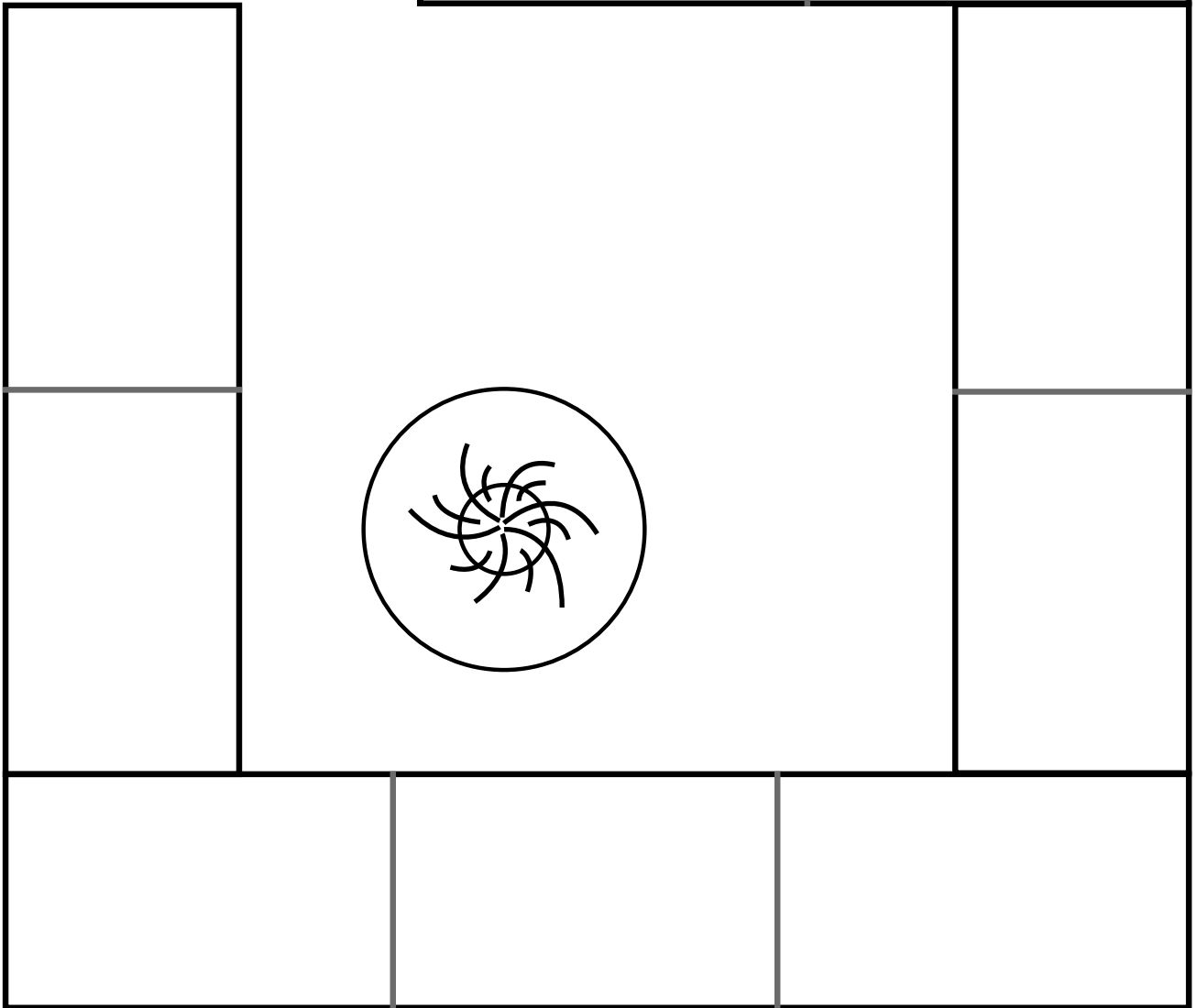
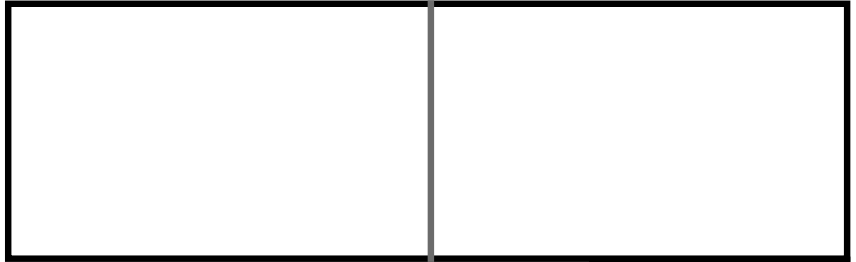
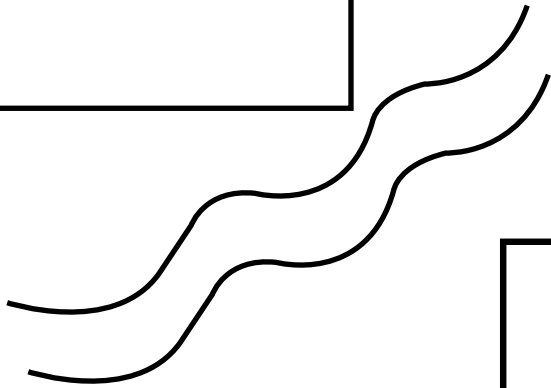
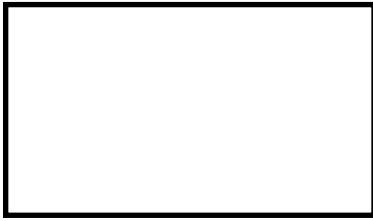
	<b>Draw it</b>
	<b>Use it in a sentence</b>
	<b>Find an example</b>
	<b>Tell a friend about it</b>
	<b>Act it out</b>
	<b>Make up a song using it</b>

















Name \_\_\_\_\_

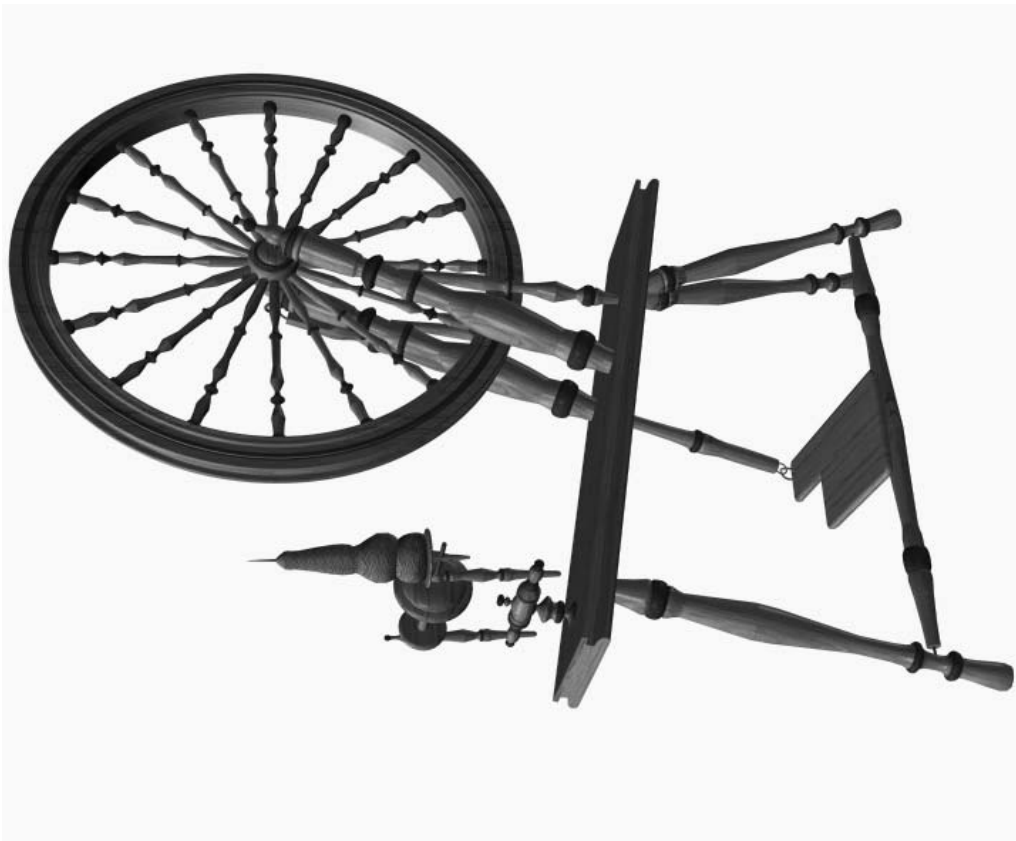


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Directions: Cut out these four pictures about making bread. Put them in the correct order. When you are sure they are in the correct order, glue them onto a separate sheet of paper.





Directions: Cut out these four pictures about making bread. Put them in the correct order. When you are sure they are in the correct order, glue them onto a separate sheet of paper.

1



2



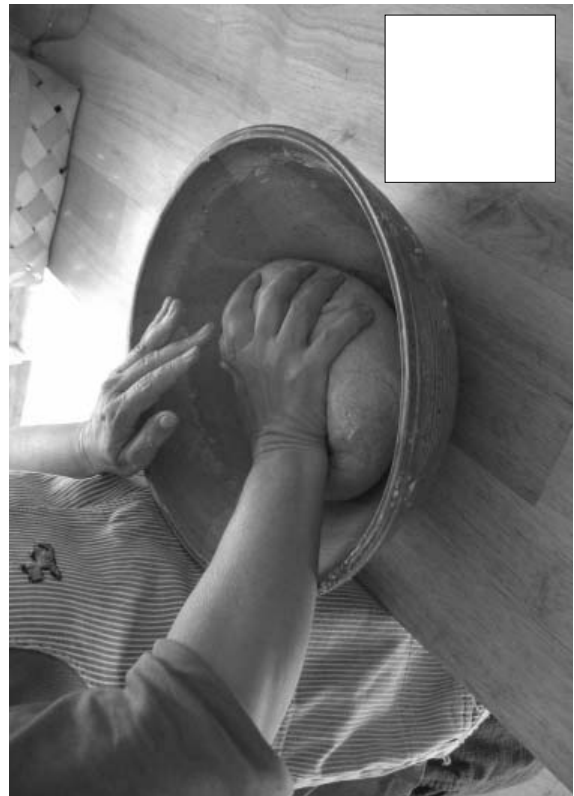
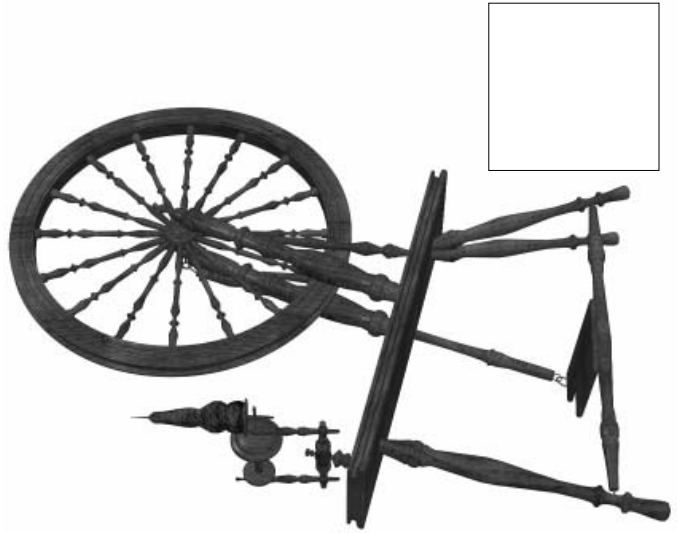
3



4




























**Clothing Makers Chart**

	<b>Spinner</b>	<b>Weaver</b>	<b>Dressmaker</b>	<b>Tailor</b>	<b>Hatter</b>	<b>Cobbler</b>
<b>Symbol</b>	spinning wheel	woven cloth	dress	scissors	hat	shoe
<b>Makes</b>	yarn or thread	cloth	dresses	dresses and breeches	hats	shoes
<b>Tools</b>	spindle, spinning wheel	loom	needle, thread, scissors, measuring tape	iron, needle, thread, scissors, measuring tape	glue, measuring tape	hammer, pliers, scissors, knife, needle, thread
<b>Could Farm Families Make This Item?</b> [Use a house to symbolize this question.]					  [Orally review that some hats were easier to make than others.]	
<b>Does this Trade Still Exist Today?</b> [Use a current class photo to represent "today."]	 [Orally note that it does, but just as that hobby or small business.]	 [Orally note that it does, but just as that hobby or small business.]			 [Orally note that it does, but just as that hobby or small business.]	



Directions: Cut out the six pictures. Arrange the pictures in order to show the proper sequence of events. Once they have been sequenced correctly, glue or tape the pictures onto a separate piece of paper.





Directions: Cut out the six pictures. Arrange the pictures in order to show the proper sequence of events. Once they have been sequenced correctly, glue or tape the pictures onto a separate piece of paper.





Directions: Cut out the six pictures. Arrange the pictures in order to show the proper sequence of events. Once they have been sequenced correctly, glue or tape the pictures onto a separate piece of paper.

**1****2****3**





Directions: Cut out the six pictures. Arrange the pictures in order to show the proper sequence of events. Once they have been sequenced correctly, glue or tape the pictures onto a separate piece of paper.



4



5



6

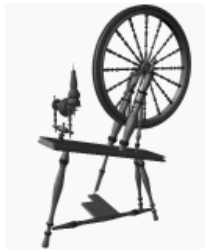




1.



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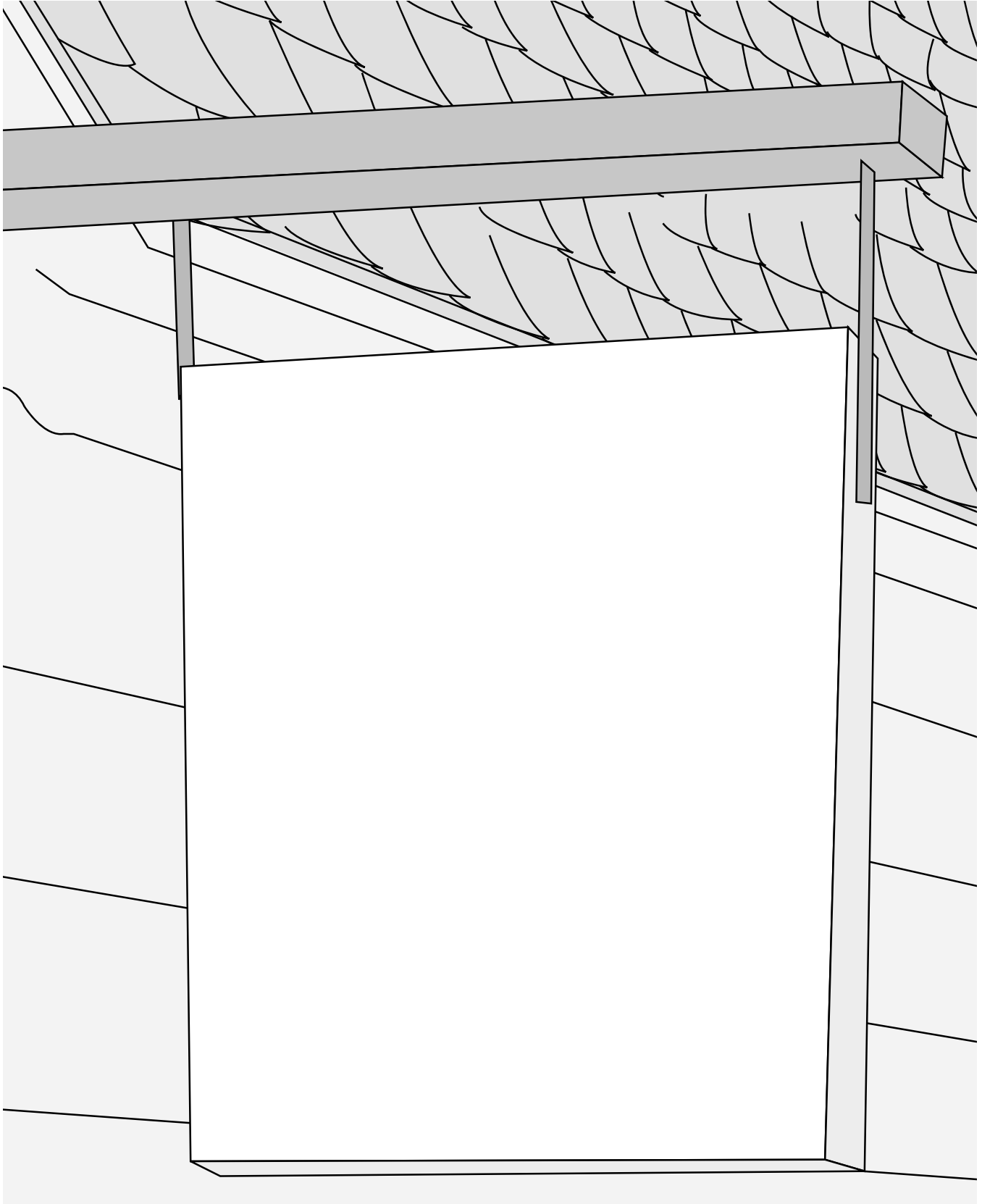


5.    

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7.    

8.    









Dear Family Member,

Your child has been learning about various tradespeople who worked in colonial towns. By the end of this unit, your child will have learned about the following tradespeople, what they make, and the tools that they use: miller, baker, spinner, weaver, dressmaker, tailor, hatter, cobbler, bricklayer, mason, carpenter, and blacksmith.

Below are some suggestions for activities that you can do at home to reinforce what your child is learning about colonial times.

### 1. Map of My Town

Use the activity page to help your child make a map of your own town. Suggested locations have been included on the side of the map. Help your child draw familiar places on his/her map.

### 2. Stone Soup

Your child will hear a story called “Stone Soup.” The story is set in a colonial town and is about three hungry soldiers who persuade the townspeople to make Stone Soup with them.

You may wish to try making Stone Soup with your child. [**Note:** Please be sure that your child is not allergic to any of the ingredients.]

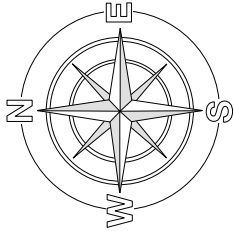
Stone Soup	
<p><b>Ingredients:</b>            Scrub and chop vegetables:            3 large carrots (diced)            4 stalks celery (diced)            2 onions (chopped)            3 large potatoes (diced)            1 cup cabbage (optional)            3 large stones—scrubbed very, very clean!            3 bouillon cubes (vegetable, beef, or chicken)            16 oz. can of diced tomatoes            salt and pepper, to taste</p>	<p><b>Directions:</b>            Place 6 cups water and all ingredients in large pot.            Add 3 bouillon cubes.            Add canned tomatoes.            Add salt and pepper to taste (optional).            Cook for 1 hour or until vegetables are tender.</p> <p><i>Optional substitutions or additions:</i>            yellow squash, green beans, cooked chicken or sausage, croutons, parmesan cheese, zucchini, corn, chickpeas, garlic</p> <p><b>Note:</b> This recipe can be halved.            Be sure to remove stones before serving.</p>



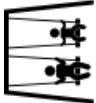

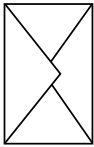


### 3. Sayings and Phrases: Better Safe Than Sorry

Your child will learn the saying “better safe than sorry.” This is another way of saying it is better to be ready for something than not to be ready, because you may be sorry about the way something turns out. For example, if you see dark clouds in the sky, you should pack an umbrella or wear a raincoat—better safe than sorry! Your child will learn that the carpenter was very careful when he measured and cut wood; he would measure twice before cutting to make sure that the length of wood was just right—he was better safe than sorry.

I hope your and your child have enjoyed learning about colonial times!

# Map of My Town



						
home	school	playground	library	post office	bank	store





## Vocabulary List for Colonial Towns and Townspeople (Part 2)

This list includes many important words your child will learn about in *Colonial Towns and Townspeople*. Try to use these words with your child in English and in your native language. Next to this list are suggestions of fun ways your child can practice and use these words at home.

- carpenter
- mason
- patiently
- blacksmith
- horseshoes
- metal
- coal
- downcast
- merry
- miner
- peered
- sympathy

*Directions: Help your child pick a word from the vocabulary list. Then help your child choose an activity and do the activity with the word. Check off the box for the word. Try to practice a word a day in English and in your native language.*

	<b>Draw it</b>
	<b>Use it in a sentence</b>
	<b>Find an example</b>
	<b>Tell a friend about it</b>
	<b>Act it out</b>
	<b>Make up a song using it</b>



### ***House Builders And Blacksmith Chart***

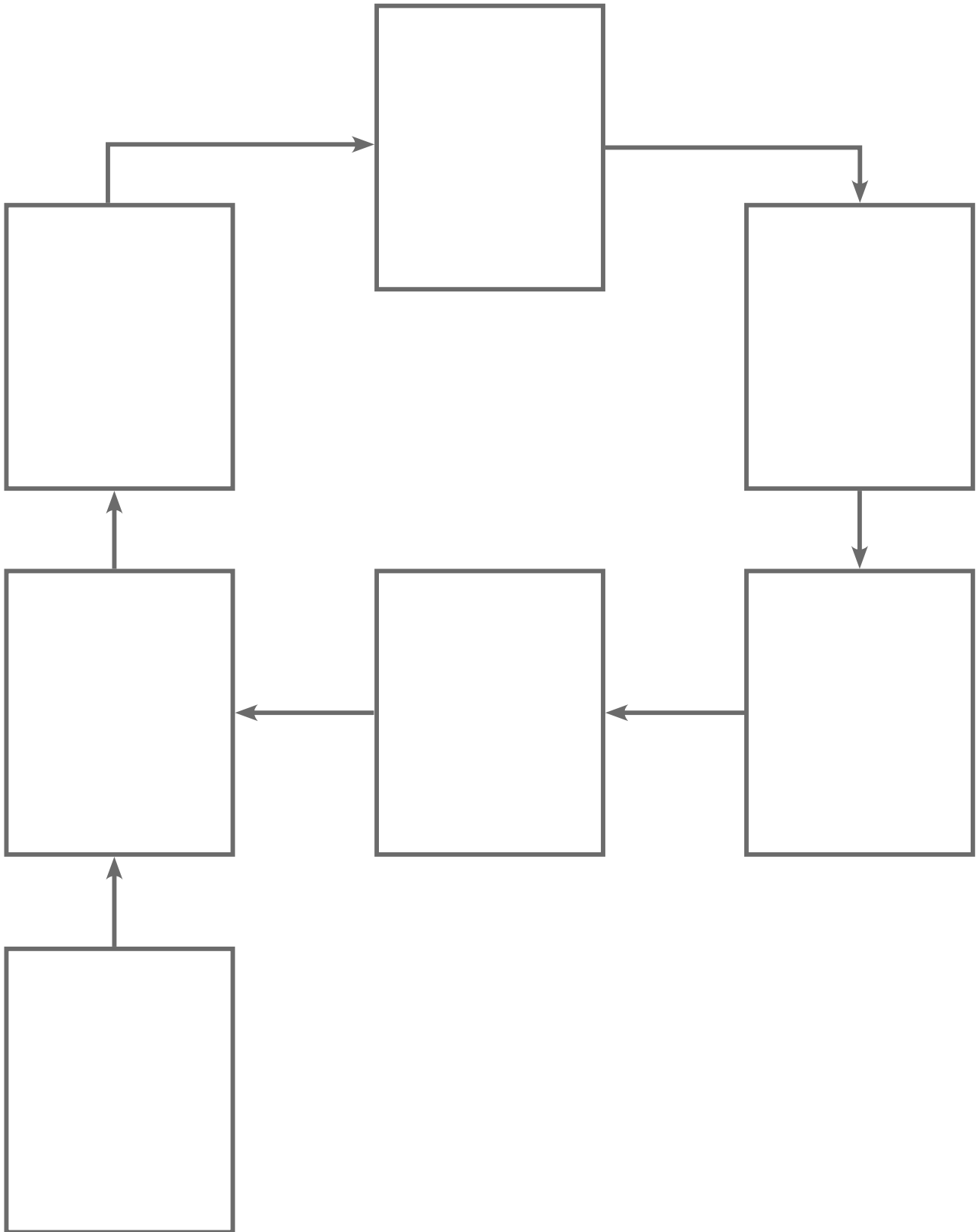
	<b>Bricklayer</b>	<b>Mason</b>	<b>Carpenter</b>	<b>Blacksmith</b>
<b>Symbol</b>	brick	stone	wood	fire
<b>Materials</b>	bricks mortar	stone mortar	wood nails	iron
<b>Tools</b>	trowel	chisel hammer	ruler or square pencil saw hammer	forge tongs anvil hammer



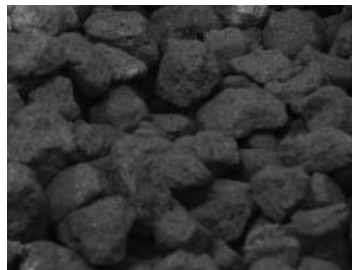




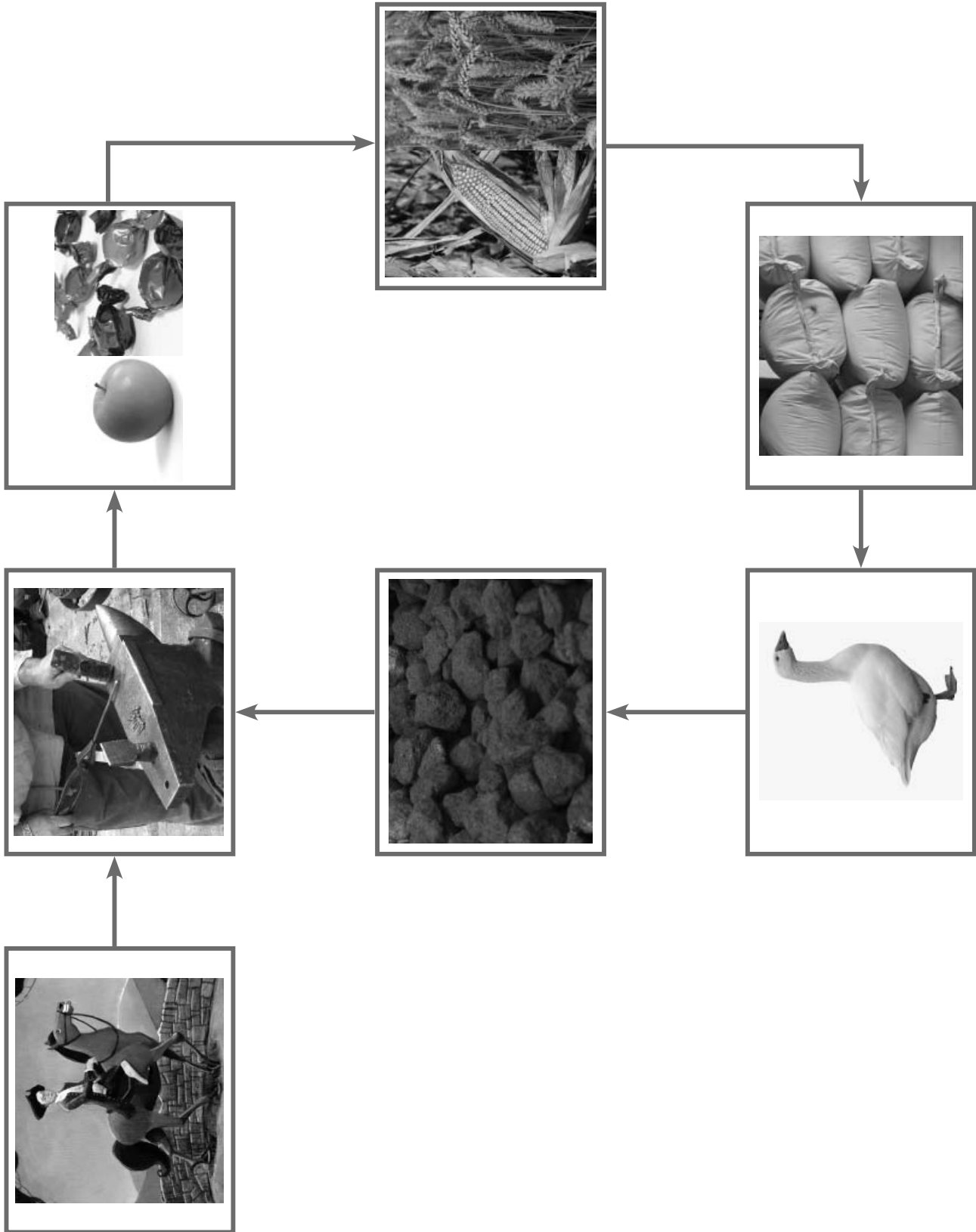




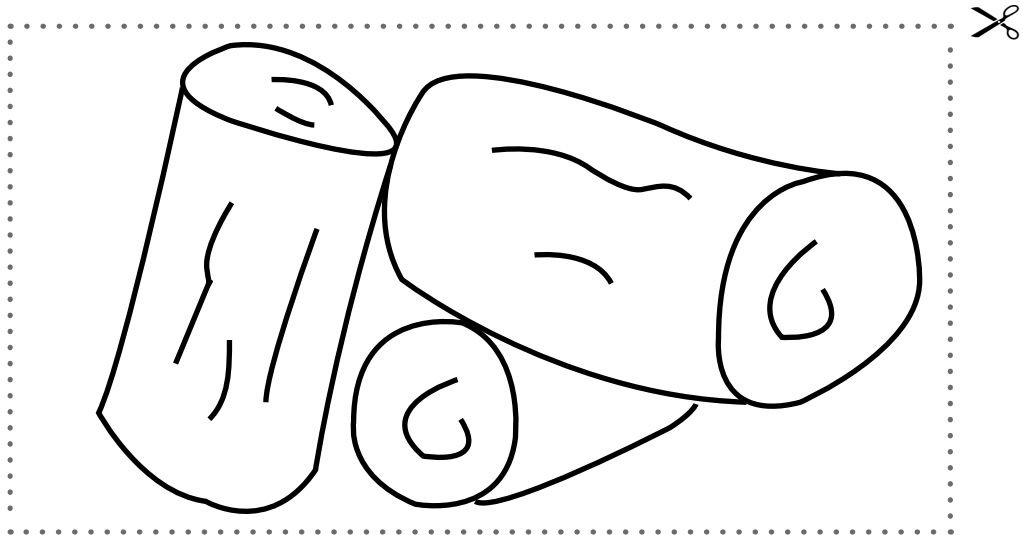
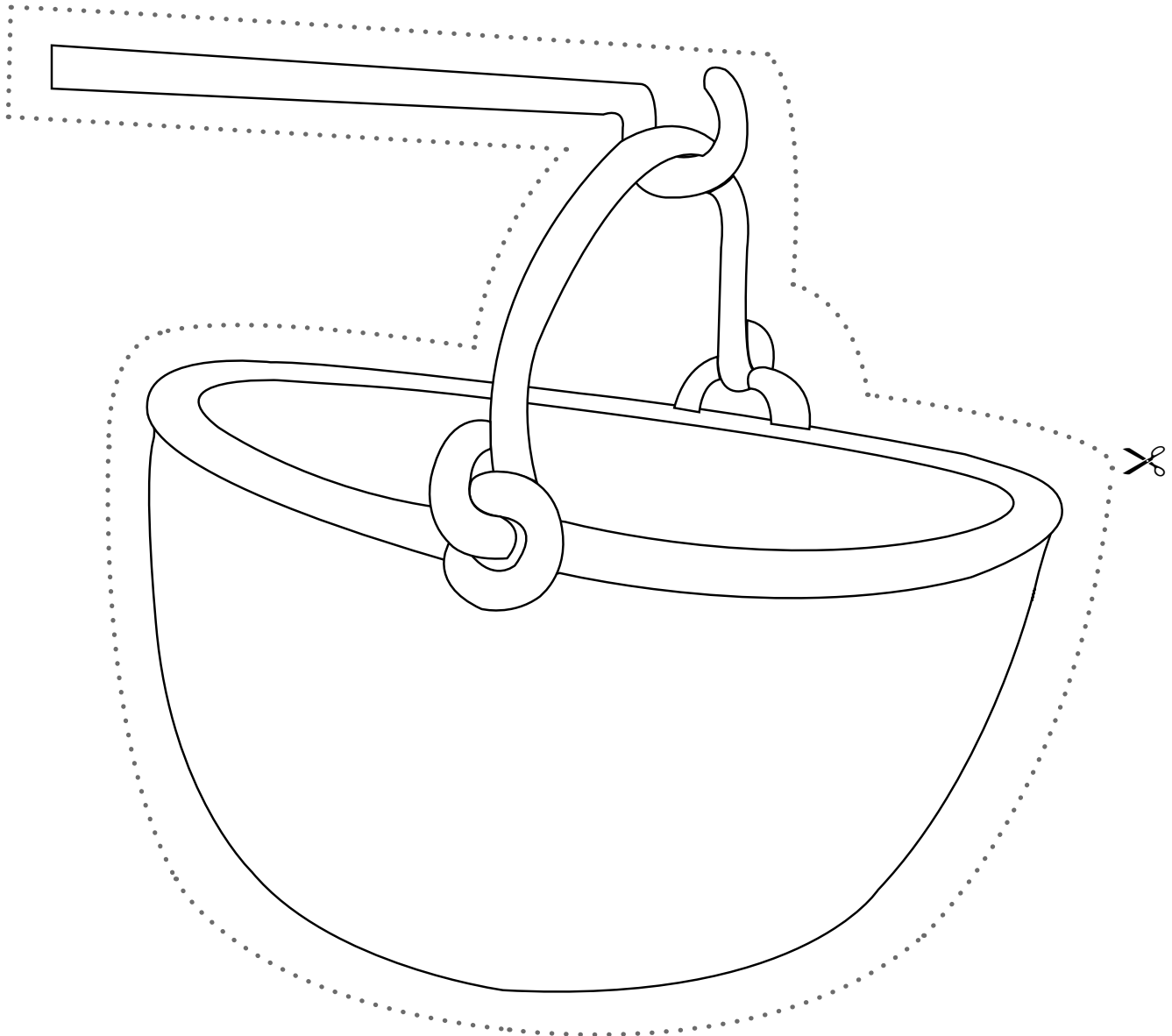






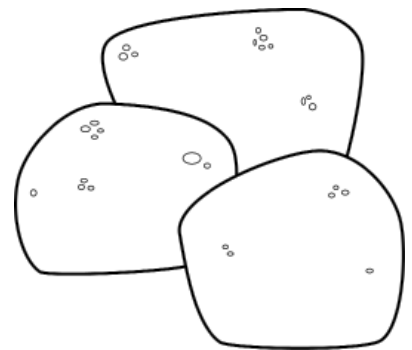
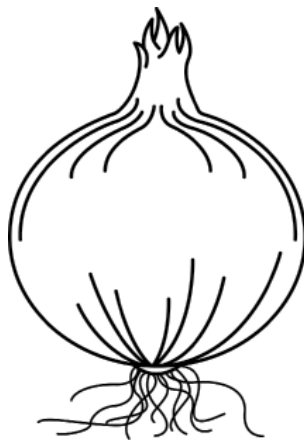
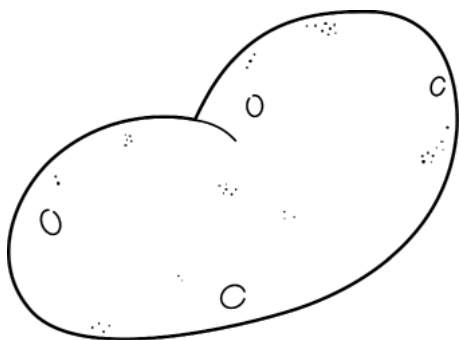
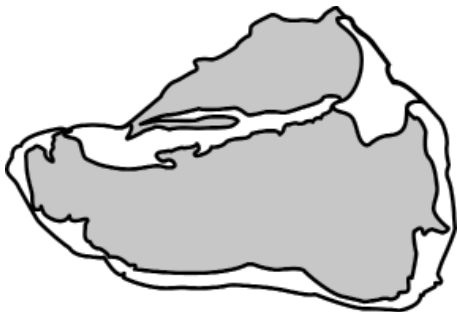
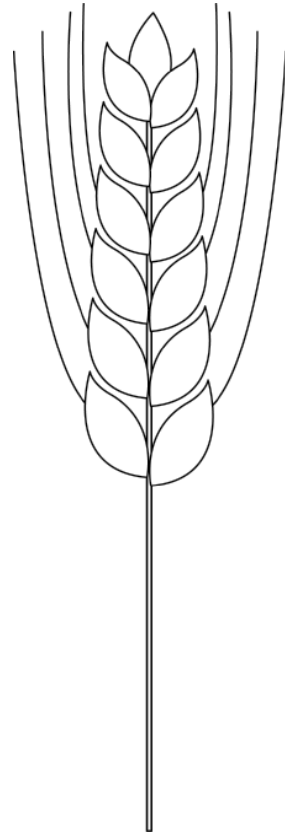
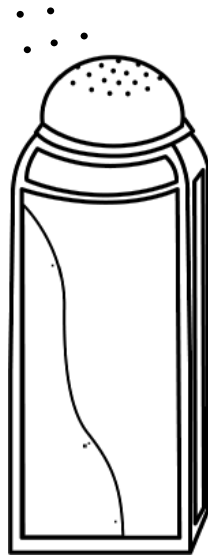
































































Directions: Listen carefully to the words and the sentences read by your teacher. If the sentence uses the word correctly, circle the smiling face. If the sentence uses the word incorrectly, circle the frowning face.

1.  
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10.  



Directions: Listen carefully to the words and the sentences read by your teacher. If the sentence uses the word correctly, circle the smiling face. If the sentence uses the word incorrectly, circle the frowning face.

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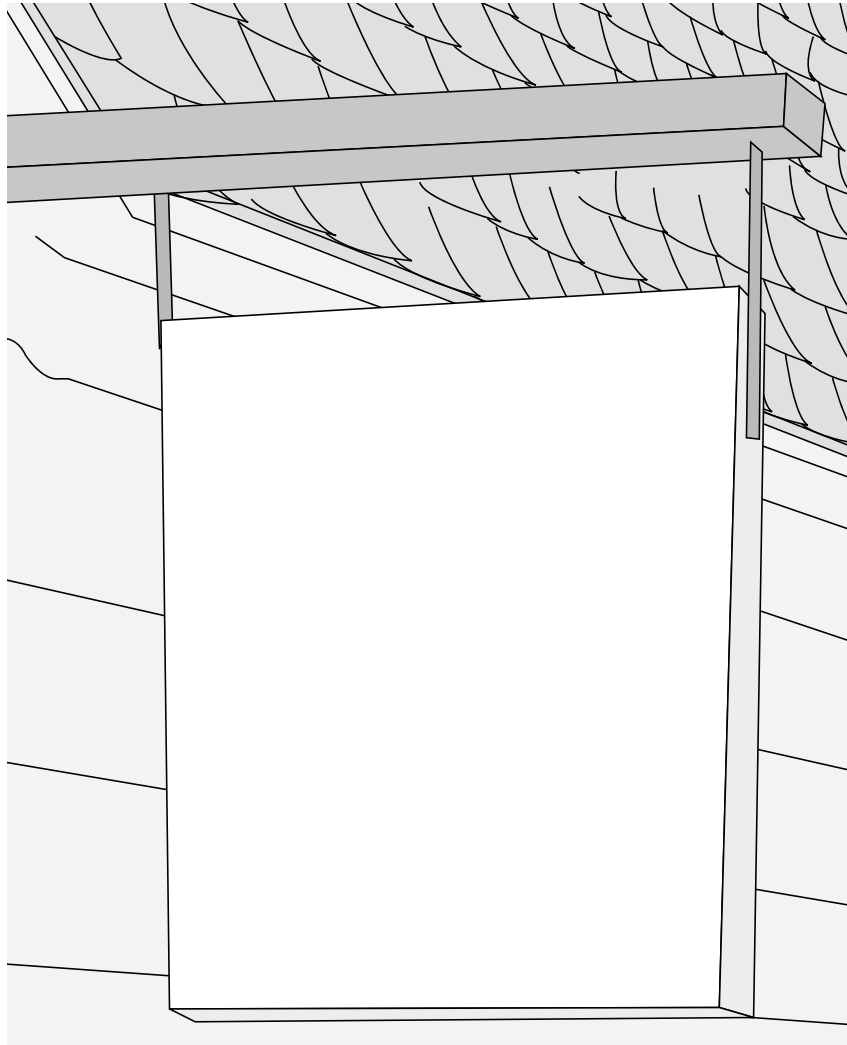












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# Tens Recording Chart

Use this grid to record Tens scores. Refer to the Tens Conversion Chart that follows.

Name							

# Tens Conversion Chart

		Number Correct																				
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Number of Questions	1	0	10																			
	2	0	5	10																		
	3	0	3	7	10																	
	4	0	3	5	8	10																
	5	0	2	4	6	8	10															
	6	0	2	3	5	7	8	10														
	7	0	1	3	4	6	7	9	10													
	8	0	1	3	4	5	6	8	9	10												
	9	0	1	2	3	4	6	7	8	9	10											
	10	0	1	2	3	4	5	6	7	8	9	10										
	11	0	1	2	3	4	5	5	6	7	8	9	10									
	12	0	1	2	3	3	4	5	6	7	8	8	9	10								
	13	0	1	2	2	3	4	5	5	6	7	8	8	9	10							
	14	0	1	1	2	3	4	4	5	6	6	7	8	9	9	10						
	15	0	1	1	2	3	3	4	5	5	6	7	7	8	9	9	10					
	16	0	1	1	2	3	3	4	4	5	6	6	7	8	8	9	9	10				
	17	0	1	1	2	2	3	4	4	5	6	6	7	7	8	8	9	9	10			
	18	0	1	1	2	2	3	3	4	4	5	6	6	7	7	8	8	9	9	10		
	19	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	
	20	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10

Simply find the number of correct answers the student produced along the top of the chart and the number of total questions on the worksheet or activity along the left side. Then find the cell where the column and the row converge. This indicates the Tens score. By using the Tens Conversion Chart, you can easily convert any raw score, from 0 to 20, into a Tens score.

Please note that the Tens Conversion Chart was created to be used with assessments that have a defined number of items (such as written assessments). However, teachers are encouraged to use the Tens system to record informal observations as well. Observational Tens scores are based on your observations during class. It is suggested that you use the following basic rubric for recording observational Tens scores.

9–10	Student appears to have excellent understanding
7–8	Student appears to have good understanding
5–6	Student appears to have basic understanding
3–4	Student appears to be having difficulty understanding
1–2	Student appears to be having great difficulty understanding
0	Student appears to have no understanding/does not participate

# CORE KNOWLEDGE LANGUAGE ARTS

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### SCHOOLS

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