



Read to Be Ready plans for: The Big Buck Adventure 1st Grade

ELA Standards:

- 1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. g) Read grade-level decodable text with purpose and understanding.
- 1.FL.F.5 Read with sufficient accuracy and fluency to support comprehension. b) Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- 1.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. f) Use frequently occurring conjunctions l) Use commas in dates and to separate single words in a series.
- 1.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. iii) Identify frequently occurring root words and their inflectional forms.
- 1.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.
- 1.RL.KID.3 Using graphic organizers or including written details and illustrations when developmentally appropriate, describe characters, settings, and major events in a story using key details.
- 1.RI.KI.8 Identify the reasons an author provides to support points in a text.
- 1.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1st grade topics and texts.
- 1.SL.CC.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- 1.SL.PKI.5 Add drawings or other visual displays to descriptions, when appropriate, to clarify ideas, thoughts, and feelings.
- 1.SL.PKI.6 With prompting and support, speak in complete sentences when appropriate to task and situation.
- 1.W.TTP.3 With prompting and support, write narratives recounting an event, including some details to describe actions, thoughts, and feelings; use time order words to signal event order and provide some sense of closure.

Soc. St.: Economics

- 1.04 Give examples of products (goods) that people buy and use. 1.05 Give examples of services (producers) that people provide.
- 1.06 Distinguish how people are consumers and producers of goods and services. 1.09 Assess factors that could influence a person to use or save money.
- 1.07 Recognize major products and industries found in Tennessee (e.g. agriculture, manufacturing, mining, music, and tourism).
- 1.08 Determine the difference between basic wants and needs, and provide examples of each.

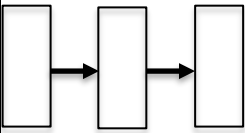
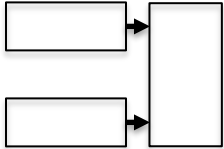
Math: Money – 1.MD.B.4 Count the value of a set of like coins less than one dollar using the ¢ symbol only.

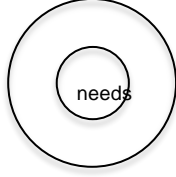
Comprehension skill: sequence **Phonics:** /ou/, syllables VCV. **Phonemic Awareness:** isolate phonemes

Grammar/Writing: exclamations **Unit Focus:** Producers & Consumers/Goods & Services

Culminating Task: Students will answer questions in sentence form, including an explanation of their thinking

	Read Aloud/Shared Reading	Vocabulary Focus	Discussion Questions	Written Response	Small Group/Center Ideas/Resources
MONDAY	<p>1st read of The Big Buck Adventure</p> <p>Read through the first time for enjoyment of the book, with few interruptions.</p> <p>Summary: A little girl, a consumer, takes \$1.00 to the store and is met with many purchase choices – products made by producers.</p> <p>*Today or tomorrow, try to find time to watch the video listed in last column on consumers & producers – 6 minutes</p>	<p>Tier 2 words</p> <p>All the different terms for the word 'money' - *These cards will be needed for today's writing prompt.</p> <ul style="list-style-type: none"> o Cash o Buck o Green bill o Moola o Dollar o Dough <p>These cards will be used the rest of the week:</p> <ul style="list-style-type: none"> o Consumer o producer o Goods o Services o Penny o Nickle o Dime o Quarter o Crammed o Clutching o Scholar o Thoughts o Pocket (put away) <p>Explicitly teach root words during this unit of study.</p>	<p><i>What is the main idea of this book?</i> (The role of a consumer in making choices about what to buy and whether to spend or to save money)</p> <p><i>The little girl in the story is a consumer. Looking at her actions and the main idea of the story what do you think the word 'consumer' means?</i> **Teachers – explore the root word 'consume' with students</p> <p><i>The items in the stores are called products. Using the word 'products' what do you think a producer does?</i></p> <p>*Teachers – please write these 2 words so that students can explore the base of both words. Mini-lesson on the meaning of suffix 'er' would also be beneficial.</p> <p><i>Name some of the products the little girl considered buying.</i></p> <p><i>At the end of the story what choice did the little girl make and why?</i></p>	<p>There can be many words that mean the same thing. Create a bubble map of all the words used to mean 'money' in the story, The Big Buck Adventure.</p> <p>**As students to create a sentence using the bubble map. Include commas when writing a list of words.</p>	<p>**Utilize Reading Street story and leveled readers for shared and independent reading practice this week.</p> <p>Great video about the difference between consumers and producers **Stop the video at the 6:10 mark!</p> <p>http://tinyurl.com/ya5rt6ec</p>

<p>T U E S D A Y</p>	<p>2nd reading of The Big Buck Adventure</p> <p>During today's reading the focus will be on the style of the author - rhyming words, name choices for characters, the story ending chosen.</p>	<p>Continue reviewing vocabulary cards</p> <p>Teacher note: During the discussion of beginning, middle & ending of the story, guide students to condense the parts as much as possible to eliminate unnecessary details.</p> <p>Write the 3 parts on a group board for all to see</p>	<p><i>What did you notice about the names of the 4 adults in the story? (Mr. Cash, Miss Silver, Ms. Penny, Mr. Buck) Why did the author choose those names for the characters? (related to money theme of book)</i></p> <p><i>How about the style of writing used? What do you notice about how each page is written? (Teachers – reread a page or two until students discover that the phrases rhyme)</i></p> <p><i>Let's talk about the beginning, middle, and end of the story...What happened at the beginning of this story? the middle? the end?</i></p> <p><i>If you were the author would you have chosen the same ending or a different ending? Imagine another ending and share with a partner.</i></p>	<p>Create a flow map in your journals to describe the beginning, middle, and ending of the story, The Big Buck Adventure.</p> <p>First next last</p>  <p>Differentiated piece: Have students create a written paragraph to recall the beginning, middle, and ending of the story, utilizing their flow map.</p>	<p>Math: This story is a great review of identifying coins by name and value.</p> <p>Enrichment piece: During the week have students actually add up the coin sums needed to purchase the items in The Big Buck Adventure. Explain in writing what they could buy and what they could not afford to buy & why.</p>
<p>W E D N E S D A Y</p>	<p>3rd reading of The Big Buck Adventure</p> <p>Today's reading – read from the red page where the little girl is yelling (towards back of book) until the end.</p> <p>Explicitly teach the vocabulary words: pocket</p> <p>**Today, try to find time to watch the video in the far right column, about goods and services – 5 minutes</p>	<p>Keep vocab words posted all week for student use during conversations and during writing activities</p>	<p><i>On the last page, what does the sentence "I just have to laugh as I pocket my buck." mean? (The shop keepers were trying so hard to give her choices of what to buy but in the end she left with her \$1 unspent – point to the illustration on next to last page with the shop keepers sadly looking out the window)</i></p> <p><i>Why do you think the little girl chose to save her money rather than spend it?</i></p> <p><i>Can you think of a time that you have saved up your money? Why did you make that choice?</i></p> <p><i>What are some reasons that the adults in your life save their money rather than spend it?</i></p> <p><i>Imagine that you are given \$1.00. What would you do with it? Would you spend it or save it, and why?</i></p>	<p>Pre-write : Use a flow map to organize response to prompt below:</p> <p>Draw a dollar bill at the top of your journal page. Using your flow map write about whether you would spend it or save it, or give it away, and why.</p> <p>*Teachers – draw the flow map outline on the board for students to copy as they work in their journals.</p> <p>reasons</p> 	<p>Great video explanation of the difference between a good and a service **Stop the video at the 5 minute mark!</p> <p>http://tinyurl.com/y73gmymx</p>

T H U R S D A Y	<p>The Big Buck Adventure</p> <p>Do a picture walk in order to answer today's questions.</p> <p>Explicitly teach the Vocabulary words - crammed, clutching, scholar, thoughts.</p> <p>**The Berenstain Bears' video listed in the far column is divided into two parts, but if you have time to watch it is a great thinking piece about needs, wants, and what to do with money.</p>	<ul style="list-style-type: none"> ○ Cash ○ Buck ○ Green bill ○ Moola ○ Dollar ○ Dough ○ Consumer ○ producer ○ Goods ○ Services ○ Needs ○ Wants ○ Penny ○ Nickle ○ Dime ○ Quarter ○ Crammed ○ Clutching ○ Scholar ○ Thoughts ○ pocket (put away) 	<p><i>What is the difference between something you need and something you want?</i></p> <p><i>What are our needs? (air, water, food, shelter, clothes, love, community – There could be arguments made for other things like education and transportation)</i></p> <p><i>What are examples of things we want?</i></p> <p><i>What was the one store in our book that sold things that we need? (the Deli)</i></p> <p><i>In the Deli illustration which foods would be classified as needs and which as wants? What knowledge helped you make those decisions? (information about healthy foods)</i></p>	<p>Create two circle maps, one for needs and one for wants.</p> 	<p>Berenstain Bears' Get the Gimmies video: http://tinyurl.com/l3jyf9z</p> <p>Good discussion starter about needs & wants, as well as the 3rd option for what to do with money – donate it.</p>
F R I D A Y	<p>The Big Buck Adventure</p>	<p>Review the vocabulary cards today, in particular the following words:</p> <ul style="list-style-type: none"> ● Consumer ● Producer ● Goods ● Services ● Needs ● Wants 	<p>Teachers – prior to assigning the culminating task, model how to answer the prompts using the following examples – write them on the board:</p> <p>1. <i>When you buy a pencil are you buying a good or a service?</i> <i>Answer: A pencil is a good because it is something that you buy and you can touch it.</i></p> <p>2. <i>When you go to the dentist are you receiving a good or a service?</i> <i>Answer: Going to the dentist is a service because they are doing something for you.</i></p> <p>**Students are required to answer and give a reason for their answer.</p>	<p>Answer the following questions in complete sentences stating both your answer and your thinking:</p> <ol style="list-style-type: none"> 1. Is pizza a good or a service? Why? 2. When you get a haircut are you paying for a good or a service? Why? 3. If you make lemonade to sell are you the consumer or the producer? Why? 4. When you buy a new shirt are you the consumer or the producer? Why? 5. Do you think school is a need or a want? Why? 6. Is candy a need or a want? Why? 	