



Colonial Towns and Townspeople

Tell It Again!™ Read-Aloud Anthology

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Colonial Towns and Townspeople

Tell It Again!™ Read-Aloud Anthology

Listening & Learning™ Strand
KINDERGARTEN

Core Knowledge Language Arts®
New York Edition



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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 |
|---|---|---|---|---|---|---|---|---|---|----|
| Core Content Objectives | | | | | | | | | | |
| 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 modern 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 a town square, shops, and adjacent buildings | | ✓ | | | | | | | | |
| Explain that tradespeople have an occupation and expertise in a particular job | | ✓ | | | | | | | | |
| Name the different kinds of tradespeople found in a colonial town | | ✓ | | | | | | | | ✓ |
| Describe the different kinds of tradespeople in a colonial town | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Identify, and associate with the appropriate trade, the tools used by colonial tradespeople | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Identify original plant or animal products needed to make flour and cloth | | | ✓ | ✓ | | | | | | |
| Explain how the tradespeople in colonial towns saved farming families time and effort | | | ✓ | ✓ | ✓ | | | | | |
| Describe the process of making cloth from cotton, flax, or wool | | | | ✓ | | | | | | |
| Demonstrate familiarity with “Baa, Baa, Black Sheep,” and “Pat-a-Cake” | | | | ✓ | | | | | | |
| Explain that ready-made clothing was not available for sale in colonial shops; clothing was made to order according to the exact measurements of each person | | | | | ✓ | | | | | |

Alignment Chart for Colonial Towns and Townspeople

Lesson

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|----|
| 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 | | | | | | | | | ✓ | |

Reading Standards for Literature: Kindergarten

Key Ideas and Details

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



Reading Standards for Informational Text: Kindergarten

Key Ideas and Details

| | | | | | | | | | | |
|---------------------|--|--|--|--|--|--|---|--|--|--|
| STD RI.K.1 | With prompting and support, ask and answer questions about key details in a text. | | | | | | | | | |
| CKLA Goal(s) | 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 | | | | | | ✓ | | | |
| CKLA Goal(s) | 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

| Colonial Towns and Townspeople | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|------------------------------------|---|---|---|---|---|---|---|---|---|---|----|
| STD RI.K.2 | With prompting and support, identify the main topic and retell key details of a text. | | | | | | | | | | |
| CKLA Goal(s) | With prompting and support, identify the main topic and retell key details of a nonfiction/informational read-aloud | | | ✓ | ✓ | | | | | | |
| STD RI.K.3 | With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. | | | | | | | | | | |
| CKLA Goal(s) | With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a nonfiction/informational read-aloud | | ✓ | | | ✓ | ✓ | ✓ | ✓ | | |
| Craft and Structure | | | | | | | | | | | |
| STD RI.K.4 | With prompting and support, ask and answer questions about unknown words in a text. | | | | | | | | | | |
| CKLA Goal(s) | With prompting and support, ask and answer questions about unknown words in nonfiction/informational read-alouds and discussions |  | | | | | | | | | |
| STD RI.K.6 | Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. | | | | | | | | | | |
| CKLA Goal(s) | With prompting and support, describe the role of an author and illustrator in a nonfiction/informational text | | ✓ | | | | | | | | |
| Integration of Knowledge and Ideas | | | | | | | | | | | |
| STD RI.K.7 | 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). | | | | | | | | | | |
| CKLA Goal(s) | With prompting and support, describe illustrations from a nonfiction/informational read-aloud, using the illustrations to check and support comprehension of the read-aloud |  | | | | | | | | | |
| STD RI.K.9 | With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). | | | | | | | | | | |
| CCKLA Goal(s) | 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

| Alignment Chart for | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|--|---|---|---|---|---|---|---|---|---|----|
| Colonial Towns and Townspeople | | | | | | | | | | | |
| Range of Reading and Level of Text Complexity | | | | | | | | | | | |
| STD RI.K.10 | Actively engage in group reading activities with purpose and understanding. | | | | | | | | | | |
| CKLA GOAL | Actively engage in nonfiction/informational read-alouds |  | | | | | | | | | |
| Writing Standards: Kindergarten | | | | | | | | | | | |
| Text Types and Purposes | | | | | | | | | | | |
| STD W.K.2 | Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. | | | | | | | | | | |
| CKLA Goal(s) | Use a combination of drawing, dictating, and writing to present information from a nonfiction/informational read-aloud, naming the topic and supplying some details | ✓ | | ✓ | | | | | | | ✓ |
| STD W.K.3 | 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. | | | | | | | | | | |
| CKLA Goal(s) | 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 | | | ✓ | | | | | | | |
| Production and Distribution of Writing | | | | | | | | | | | |
| STD W.K.5 | With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. | | | | | | | | | | |
| CKLA Goal(s) | With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed | | | | | | | | | | ✓ |
| STD W.K.8 | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | | | | | | | | | | |
| CKLA Goal(s) | With assistance, categorize and organize facts and information within a given domain to answer questions | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ |

**Alignment Chart for
Colonial Towns and Townspeople**

Lesson

| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|--|---|---|---|--|---|---|---|---|---|---|
| Speaking and Listening Standards: Kindergarten | | | | | | | | | | | |
| Comprehension and Collaboration | | | | | | | | | | | |
| STD SL.K.1 | Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and large groups. | | | | | | | | | | |
| STD SL.K.1a | Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). | | | | | | | | | | |
| CKLA Goal(s) | 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.) | | | | | |  | | | | |
| STD SL.K.1b | Continue a conversation through multiple exchanges. | | | | | | | | | | |
| CKLA Goal(s) | 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 | | | | | |  | | | | |
| STD SL.K.2 | 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. | | | | | | | | | | |
| CKLA Goal(s) | Ask and answer questions to clarify information in a fiction or nonfiction/ informational read-aloud | | | | | |  | | | | |
| STD SL.K.3 | Ask and answer questions in order to seek help, get information, or clarify something that is not understood. | | | | | | | | | | |
| CKLA Goal(s) | Ask questions to clarify directions, exercises, and/or classroom routines | | | | | | | | | |  |
| Presentation of Knowledge and Ideas | | | | | | | | | | | |
| STD SL.K.4 | Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. | | | | | | | | | | |
| CKLA Goal(s) | Describe familiar people, places, things, and events and, with prompting and support, provide additional detail | | |  |  | | |  | | | |
| STD SL.K.5 | Add drawings or other visual displays to descriptions as desired to provide additional detail. | | | | | | | | | | |
| CKLA Goal(s) | Add drawings or other visual displays to descriptions as desired to provide additional detail | | | | | | | | | |  |
| STD SL.K.6 | Speak audibly and express thoughts, feelings, and ideas clearly. | | | | | | | | | | |
| CKLA Goal(s) | Speak audibly and express thoughts, feelings, and ideas clearly | | | | | |  | | | | |

**Alignment Chart for
Colonial Towns and Townspeople**

Lesson

| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|----|
| Language Standards: Kindergarten | | | | | | | | | | | |
| Conventions of Standard English | | | | | | | | | | | |
| STD L.K.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | | | | | | | | | | |
| STD L.K.1b | Use frequently occurring nouns and verbs. | | | | | | | | | | |
| CKLA Goal(s)L | Use frequently occurring nouns and verbs in oral language | | | | | | | | | | |
| STD L.K.1d | Understand and use question words (interrogatives) (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , <i>how</i>). | | | | | | | | | | |
| CKLA Goal(s) | Ask questions beginning with <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , or <i>how</i> | | | | | | | | ✓ | | |
| STD L.K.1f | Produce and expand complete sentences in shared language | | | | | | | | | | |
| CKLA Goal(s) | Answer questions orally in complete sentences | | | | | | | | | | |
| | Produce and expand complete sentences in shared language | | | | | | | | | | |
| Vocabulary Acquisition and Use | | | | | | | | | | | |
| STD L.K.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content. | | | | | | | | | | |
| STD L.K.4a | 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>). | | | | | | | | | | |
| CKLA Goal(s) | 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>) | | ✓ | | | | | | ✓ | | |
| STD L.K.5 | With guidance and support from adults, explore word relationships and nuances in word meanings. | | | | | | | | | | |
| STD L.K.5b | Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). | | | | | | | | | | |
| CKLA Goal(s) | Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms) | | ✓ | | | | | | | ✓ | |
| STD L.K.5c | Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>). | | | | | | | | | | |
| CKLA Goal(s) | Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>) | | | | | | | | | | |

Alignment Chart for Colonial Towns and Townspeople

Lesson

| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|------------------------------|--|---|---|---|---|---|---|---|---|---|----|
| STD L.K.5d | Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. | | | | | | | | | | |
| CKLA Goal(s) | Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings | | | | | | | | | | ✓ |
| STD L.K.6 | Use words and phrases acquired through conversations, reading and being read to, and responding to texts. | | | | | | | | | | |
| CKLA Goal(s) | Use words and phrases acquired through conversations, being read to, and responding to texts | | | | | | ✓ | | | | |
| | Learn the meaning of common sayings and phrases | | | | | | | ✓ | | | |
| Additional CKLA Goals | | | | | | | | | | | |
| | Listen to a variety of texts, including nonfiction/informational text | | | | | | ✓ | | | | |
| | Prior to listening to a read-aloud, identify orally what they know and have learned that may be related to the specific story or topic to be read aloud | | | | | | ✓ | | | | |
| | Distinguish read-alouds that describe events that happened long ago from those that describe contemporary or current events | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ |
| | Discuss personal responses to a given topic and connect those to the read-aloud | ✓ | | | | ✓ | ✓ | ✓ | | | ✓ |
| | Prior to or while listening to a read-aloud, orally predict what will happen based on text heard thus far, and then compare the actual outcome to the prediction | | | ✓ | | | ✓ | | ✓ | | |
| | Distinguish fantasy from realistic text | | | | | | ✓ | | | | ✓ |
| | Evaluate and select read-alouds, books, or poems on the basis of personal choice for rereading | | | | | | ✓ | | | | |



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.



Introduction to Colonial Towns and Townspeople

This introduction includes the necessary background information to be used in teaching the *Colonial Towns and Townspeople* domain. *The Tell It Again! Read-Aloud Anthology* for *Colonial Towns and Townspeople* contains eleven 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.

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 | | | | | | |
|---|---|---------------------------------------|---|------|---|--|
| 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 Two | | | | |
|--|---------------|--|---------------------------------------|---|
| 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 Three | | | |
|------------------------------------|---------------|----------------------|------------------------|
| Day 11 | 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

Domain Components

Along with this anthology, 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! Supplemental Guide 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

This domain will continue students’ journey as they learn more about the early history of our country. Students already know that the Pilgrims came to America from England, seeking religious freedom from read-alouds in *Columbus and the Pilgrims* domains. 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

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. Boldfaced words in the list have an associated Word Work activity. 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 | Lesson 4 | Lesson 7 |
| apprentice | garments | chisel |
| churn | loom | mason |
| country | spindles | mortar |
| trade | spinners | patiently |
| tradesperson | weavers | trowel |
| weave | Lesson 5 | Lesson 8 |
| Lesson 2 | breeches | essential |
| bartered | fabric | forge |
| blacksmith | fastened | horseshoes |
| cobbler | measure | metal |
| everyday | patterns | Lesson 9 |
| rare | Lesson 6 | coal |
| tailor | attractive | downcast |
| Lesson 3 | elves | haste |
| customers | poor | merry |
| grindstones | rich | miner |
| kneaded | thrilled | Lesson 10 |
| miller | | grocer |
| yeast | | peered |
| | | spirits |
| | | sympathy |

Student Performance Task Assessments

In the *Tell It Again! Read-Aloud Anthology* for *Colonial Towns and Townspeople*, there are numerous opportunities to assess students' learning. These assessment opportunities range from informal observations, such as *Think Pair Share* and some Extension activities, to more formal written assessments. These Student Performance Task Assessments (SPTA) are identified in the *Tell It Again! Read-Aloud Anthology* with this icon: 10. 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

In the *Tell It Again! Read-Aloud Anthology* for *Colonial Towns and Townspeople*, there are numerous opportunities in the lessons and 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

Accompanying the *Tell It Again! Read-Aloud Anthology* is a *Supplemental Guide* designed to assist 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 children with special needs. Teachers whose students would benefit from enhanced oral language practice may opt to use the *Supplemental Guide* as their primary guide in the Listening and Learning strand. 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*.

The *Supplemental Guide* activities that may be particularly relevant to any classroom are the Multiple Meaning Word Activities and

accompanying Multiple Meaning Word Posters, which help students determine and clarify different meanings of words; Syntactic Awareness Activities, which call students' attention to sentence structure, word order, and grammar; and Vocabulary Instructional Activities, which place importance on building students' general academic, or Tier 2, vocabulary. These activities afford all students additional opportunities to acquire a richer understanding of the English language. Several of these activities have been included as Extensions in the *Tell It Again! Read-Aloud Anthology*. In addition, several words in the *Tell It Again! Read-Aloud Anthology* are underlined, indicating that they are multiple-meaning words. The accompanying sidebars explain some of the more common alternate meanings of these words. *Supplemental Guide* activities included in the *Tell It Again! Read-Aloud Anthology* are identified with this icon ⇄.

Recommended Resources for Colonial Towns and Townspeople

Trade Book List

The *Tell It Again! Read-Aloud Anthology* includes a number of opportunities in Extensions, the Pausing Point, and the and Culminating Activities for teachers to select trade books from this list to 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

Student Resources

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

Teacher Resources

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



The Country Family

1

☑ Lesson Objectives

Core Content Objectives

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 that all family members had many daily responsibilities and chores
- ✓ List similarities and differences between modern family life and colonial family life
- ✓ Identify reasons why people who lived in the country traveled to town

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, compare and contrast ways life today is different from early American farm life, by creating a Venn diagram as a group (RI.K.9)
- ✓ Use a combination of drawing, dictating, and writing to present information about colonial towns (W.K.2)
- ✓ With assistance, categorize and organize facts and information comparing colonial life to life today using a Venn diagram (W.K.8)

- ✓ Distinguish current events from events that happened long ago by identifying that “The Country Family” took place a long time ago because they didn’t have electricity or running water or machines, and they made everything themselves
- ✓ Discuss personal responses to having chores at home, and to shopping for clothes and food, and connect those to the chores and shops in colonial times

Core Vocabulary

- 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 couldn’t wait to open the churn and taste the butter inside.
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
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 worked as an apprentice to 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 because she works as a carpenter, building 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 asked her daughter to help her weave pieces of yarn to make a square of cloth.
Variation(s): weaves, wove, weaving

| <i>At a Glance</i> | Exercise | Materials | Minutes |
|--|--|--|----------------|
| <i>Introducing the Read-Aloud</i> | Domain Introduction | | 10 |
| | Essential Background Information or Terms | index cards; yarn | |
| | Purpose for Listening | | |
| <i>Presenting the Read-Aloud</i> | The Country Family | | 10 |
| <i>Discussing the Read-Aloud</i> | Comprehension Questions | | 10 |
| | Word Work: Country | | 5 |
|  Complete Remainder of the Lesson Later in the Day | | | |
| <i>Extensions</i> | Venn Diagram | chart paper, chalkboard, or whiteboard | 15 |
| <i>Take-Home Material</i> | Family Letter | Instructional Masters 1B-1 and 1B-2 | * |



The Country Family

1A

Introducing the Read-Aloud

10 minutes

Domain Introduction

Tell students that over the next few weeks they will be learning about what life was like in America hundreds of years ago. Explain that hundreds of years ago, people made most of what they needed at home. Explain that living back then meant doing a lot of work, and even the children had to help by doing chores every day. Ask students if they have any chores at home. Ask if anyone has ever helped cook dinner or taken care of pets. Explain that today's read-aloud will describe a lot of the chores a family would have done hundreds of years ago on a farm in the country.

Then explain that over the next few days students will be learning about towns, places where farmers could go to buy things that would make life easier at home. Ask students where they get their food and clothes. Explain that hundreds of years ago, there were only a few kinds of stores, called shops, and they were only found in towns, which could sometimes be very far from a farmer's house. A very large town might have several different shops, but most towns were small, often with only one shop. This one shop carried just about every type of good a farmer could need—flour, cloth, seeds, tools, and so on. Unlike today's stores which require money for the purchase of any goods, during colonial times these shops traded their goods for a farmer's crops, a practice called bartering. In towns, people lived and worked in buildings and shops that were close together. In the country, homes and farms were far apart.

Over the next few weeks, students will learn about tradespeople, people who had special jobs like making clothes or building houses. Farmers liked going to town because tradespeople made and sold things farmers needed so they didn't have to make them at home. A farmer went to town for a lot of the same reasons we go to stores today.

Essential Background Information or Terms

Explain that over the next few weeks you will be reading stories about people who lived in America long ago. Take this opportunity to identify the time period you will be reading about by plotting it on a timeline along with other key time periods in American history that you have already studied (*Native Americans* and *Columbus and the Pilgrims*). Use a timeline you already have, or make one with index cards along a piece of yarn. Tape index cards labeled with century markers from 1000 to 2000 at even intervals along a piece of yarn or string. Add one card after 2000 labeled with the current year.

Whether you are reminding students of domain knowledge they have already covered or are introducing this information for the first time, make sure that the timeline is labeled with the following dates:

1492: Columbus sails to America and meets Native Americans already living in America

1620: Pilgrims land at Plymouth Rock and establish Plymouth colony

Explain to students that the Colonial Towns and Townspeople read-alouds take place in the 1700s, and add an index card labeled “Colonial Towns” around the 1700 point in the timeline. Read the following as you point to the appropriate place on the timeline:

Native Americans lived in America for hundreds of years. Many tribes were nomadic, meaning that they moved frequently, finding new hunting grounds, looking for new sources of fish or vegetation, and moving when the seasons changed. Other tribes settled in one location, developing large farming communities that became large towns over time. When European explorers like Columbus came, they set up settlements in which they stayed each time they came to claim lands and goods on their voyages, but many of these settlements were temporary and didn’t last. Years later, other groups of Europeans sailed to America to stay and live here permanently. One such group was the Pilgrims. Groups like

the Pilgrims set up colonies or towns in America that were ruled by England. Native Americans continued to live in America on lands near these colonies, but they didn't live in the same kinds of towns that European Americans did. The first towns established by European settlers were small with a few common buildings and land to grow crops. As the years passed, more colonies were established along the East 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. The colonial towns we will read about were formed in the early 1700s, when these colonies were still under English rule.

Purpose for Listening

Tell students to listen carefully to the read-aloud so they will be able to name the chores that children had to do long ago in colonial times if they lived on a farm.



The Country Family

◀ Show image 1A-1: Farm family

- 1 The country is an area of land with few buildings and several farms. *Country* also means a nation, like the United States

Today we're going to take an imaginary trip back in time, about three hundred years ago, to an early American farm. If you lived in the **country** long ago, you and your family did most of the work necessary for survival right at home.¹ In the country, houses were far apart from one another, so you couldn't rely on neighbors or stores to get everything you needed—you had to make most things at home. Everything you needed—food to eat, water to drink or use for cooking and cleaning, lighting to help you see after dark, heat when it turned cold, and clothing—required a lot of work by the family. Even young children had to help out, because there was so much work to do!



◀ Show image 1A-2: Household chores

- 2 [Point to the woman making candles in the picture.]

- 3 like we have today

- 4 like we have in kitchens and bathrooms today

There was no electricity for lamps or lights, and there were no flashlights! The only way to see anything after it got dark was to light candles that you made at home.² There were no electric ovens or stoves,³ so you had to build a fire to heat your home and cook your meals. There were no sinks or faucets with running water inside the house,⁴ so you had to fetch any water you needed for drinking, cooking, or cleaning from the nearby creek or the well outside. There were no malls with clothing stores, so you had to make your own clothes. There were no supermarkets, so you had to grow your own vegetables, milk your own cows, and make your own cheese.⁵ Imagine doing all that work—*every day!*

- 5 [Point to the chores in the picture as you mention them.]



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

At the start of a typical day in the country, the first thing a woman did was fetch wood to start the fire in the hearth, or fireplace. The hearth was the most important place in the home. Most of the chores to be done required fire, and especially in the winter, everyone needed to stay close to the hearth because it provided the only heat in the house.



← **Show image 1A-4: Rolling dough**

After building the fire, a country woman would most likely start her day by baking bread. Sometimes she would make her own flour by grinding corn kernels or wheat into a fine powder. Then she would mix this flour and water with yeast, and let it rise for several hours. The dough would then be put into an iron pot with a tight lid and hung over the hearth⁶ to bake, or cook.

6 Can you see the dough in this picture? Where is the pot over the hearth?



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

One task that had to be done twice a day, no matter what, was milking the cows. This task took a long time and was usually left for children to do.

Once the milk was collected, the milk that was not drunk was either made into cheese or butter. Making cheese involved a slow process of boiling and cooling the milk to produce curds or clumps of soured milk that look sort of like cottage cheese. These curds were pressed into forms to make the cheese.



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

To make butter, milk was left to sit until the fatty cream floated to the top. Then the cream was poured into a tall, wooden container called a **churn**.⁷ A child usually had to pump the handle of the butter churn, called the dasher, up and down for a long time until the fat in the cream separated into butter. The leftover liquid, called buttermilk, was used for cooking or drinking.

7 Today, we use the word *churn* to mean mix.



← **Show image 1A-7: Old smokehouse**

People in the country ate mostly vegetables and grains. They only ate meat if the men or nearby neighbors had butchered⁸ one of their animals. Because there were no refrigerators, the meat had to be preserved so it would not spoil.⁹ This was done by hanging it in strips above the fire or in a separate shed like this one called a smokehouse. The smoke from the fire dried out the meat, which prevented spoiling.¹⁰ Other foods were preserved by covering them in salt, canning them, or storing them in a cool, dark cellar.¹¹

8 or killed for food

9 or go bad

10 The fire kept the meat from going bad. Beef jerky is an example of dried-out, smoked meat.

11 Canning is sealing food tightly in jars so no air can get in.



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

12 or cut the wool off sheep

13 To dye cotton or wool means to color it.

14 To weave means to join threads in an alternating pattern to make cloth.

After all those chores were done, it was time for the sewing. In colonial times, women had to make their own thread and cloth before they could sew anything! Men and boys picked cotton from the fields or sheared the sheep,¹² and women cleaned and dyed this cotton or wool.¹³ Then women made the cotton or wool into thread or yarn. After that, they would **weave** the yarn into cloth to be used for clothing.¹⁴ Girls were taught to sew and weave usually before the age of ten, so they could help make their own clothes. Because it was so much work to make clothes and so expensive to buy new clothes in town, much of the sewing work was patching or fixing old clothes that had become worn out and had holes or tears.



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

15 Do you get time to play daily? In colonial times, children had very little time to play, if any.

16 or a special job that uses certain skills, knowledge, and tools

17 A tradesperson is an expert in his or her job, or trade, and is the one who trains an apprentice.

Because children were expected to help out with every one of these chores, they did not have a lot of time to play.¹⁵ The few toys they had, they usually made themselves. Sometimes girls made dolls like these out of parts of a corn plant, and sometimes boys carved small toys out of wood. Most boys worked the farm alongside their fathers, taking over the family farm when they became older. If the family lived near a large town, some boys only lived at home until they were eleven or twelve years old. Then they were expected to learn a **trade**.¹⁶ Each boy would become an **apprentice** for several years, working with a master **tradesperson** in town to learn his job.¹⁷ The country family in colonial times worked hard every day. Sometimes a trip into town was a welcome relief or break from their daily tasks. In town, the family was able to trade or buy things they needed so they could save the time and effort it took to make them. In the next read-aloud, you will hear about what happened when a farmer took a trip into town.

Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent passages 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 students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* In colonial times, what kinds of chores did children who lived on a farm have to do? (prepare food, make clothes, etc.)
2. *Inferential* Was the farm we heard about in the read-aloud a farm that existed a long time ago or one that exists today? (a long time ago) How can you tell? (They didn't have electricity or running water or machines; they made everything themselves.)
3. *Inferential* Was the farm we heard about today in town or in the country? (in the country) Name one way the country was different from towns. (Houses were far apart; they had animals; they grew their own crops; etc.)
4. *Inferential* Long ago, there was no electricity. What did farmers use for light to see at night? (candles that they made)
5. *Inferential* Long ago, there were no furnaces to heat the houses. What did people use to warm their houses? (a wood fire in a hearth, or fireplace) What else was the hearth used for? (cooking)
6. *Inferential* Long ago, there were no sinks or faucets with running water inside the house. How did people get water? (from a well or a nearby creek)
7. *Inferential* Long ago, there were no grocery stores. Where did milk and eggs come from? (cows and chickens) Where did cheese and butter come from? (People made them from milk.)
8. *Inferential* Long ago, it was very expensive to buy clothes. How did people get clothes? (They picked cotton and sheared wool from sheep; dyed or colored it; made thread and yarn; wove it into cloth; sewed 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 a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor 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:* Do you think you would have liked living on a farm in the country hundreds of years ago? Why or why not? (Answers may vary.)
10. 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: Country

5 minutes

1. In the read-aloud you heard, "If you lived in the *country* long ago, you and your family did most of the work necessary for survival right at home."
2. Say the word *country* with me.
3. The country is an area of land with few buildings, where homes are distant or far apart from one another, and most of the land is made up of farms.
4. I love being out in the country at night—there isn't any traffic, so it's quiet, and there aren't many lights, so you can see the stars really well.
5. Tell me about one thing you might see in the country. Use the word *country* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students' responses: "I might see _____ in the country."]
6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to name some things. If the thing I describe is something you might see in the country, say, “I might see a _____ in the country.” If the thing I describe is not something you might see in the country, say, “I would probably not see a _____ in the country.”

1. a cow (I might see a cow in the country.)
2. a skyscraper (I would probably not see a skyscraper in the country.)
3. a barn (I might see a barn in the country.)
4. a field of wildflowers (I might see a field of wildflowers in the country.)
5. a traffic jam of cars (I would probably not see a traffic jam of cars in the country.)

➤ Above and Beyond: You may want to have students name additional things they might see, or probably would not see, in the country.



Complete Remainder of the Lesson Later in the Day



The Country Family

1B

Extensions

15 minutes

Venn Diagram

Draw a Venn diagram on chart paper, a chalkboard, or a whiteboard. Label one circle “Now” and one circle “Then.” Tell students that you are going to use this diagram to compare and contrast life back then to life now. Explain that to compare is to tell how things are similar, and to contrast is to tell how things are different. Tell students that you are going to write down what they say in pictures and words, but they are not expected to be able to read the words you write because they are still learning all the rules for decoding. Emphasize that you are writing what they say so that you don’t forget, and that you will read the words to them.

Ask students to name some things that make life today different from early American farm life. Refer to some of the topics covered in the comprehension questions (light, heat, milk, eggs, butter, cheese, and clothes). You may also ask students to name some chores they do today as compared to the chores children did then. Not every idea needs to have a counterpart. For example, you may draw a toy in the “Now” circle and point out that children back then didn’t have many toys. When possible, draw pictures instead of words to represent the ideas (e.g., a candle in the “Then” circle and a lightbulb in the “Now” circle). Now ask students if they can think of any similarities between life now and then, and draw or write these ideas in the center overlapping area. Display this diagram to refer to and add to throughout the domain.

Take-Home Material

Family Letter

Send home Instructional Masters 1B-1 and 1B-2.



A Trip to Town

2

✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Identify reasons why people who lived in the country traveled to town
- ✓ Describe some features of colonial towns, such as a town square, shops, and adjacent buildings
- ✓ Explain that tradespeople had an occupation and expertise in a particular job
- ✓ Name the different kinds of tradespeople found in a colonial town

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:

- ✓ Discuss the connection between the baker's shop in "A Trip to Town" and how the family in the previous read-aloud, "The Country Family," made bread (RI.K.3)
- ✓ With prompting and support, describe the role of an author and illustrator of a trade book (RI.K.6)
- ✓ Orally compare and contrast jobs today and jobs in colonial towns; orally compare and contrast a trip to town during colonial times and a trip to town today (RI.K.9)
- ✓ Identify new meanings for familiar words, such as *trade*, and apply them accurately (L.K.4a)

- ✓ Demonstrate understanding of frequently occurring verbs and adjectives, such as *everyday* and *rare*, by relating them to their opposites (antonyms) (L.K.5b)
- ✓ Distinguish the read-aloud “A Trip to Town,” which describes events that happened long ago, from one that describes contemporary or current events

Core Vocabulary

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

Example: In colonial times, farmers bartered their crops for cloth and other goods from the shops 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 heel broke off her shoe.

Variation(s): cobblers

everyday, adj. Ordinary; something that happens nearly every day

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

Variation(s): none

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


Example: It was a rare treat for my dad to take me to the movies.

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

| <i>At a Glance</i> | Exercise | Materials | Minutes |
|--|--|---------------------------|----------------|
| <i>Introducing the Read-Aloud</i> | Essential Background Information or Terms | Image Cards 15–18, 20, 21 | 10 |
| | Purpose for Listening | | |
| <i>Presenting the Read-Aloud</i> | A Trip to Town | | 10 |
| <i>Discussing the Read-Aloud</i> | Comprehension Questions | | 10 |
| | Word Work: Everyday and Rare | | 5 |
|  Complete Remainder of the Lesson Later in the Day | | | |
| <i>Extensions</i> | Multiple Meaning Word Activity: Trade | Poster 2M: Trade | 15 |
| | Domain-Related Trade Book | trade book | |



A Trip to Town

2_A

Introducing the Read-Aloud

10 minutes

Essential Background Information or Terms

Review the previous read-aloud about living in the country during colonial times, and then ask students to identify and describe the different chores that had to be completed by various family members. Ask, “Which jobs sounded the most difficult or complicated? Making cheese or butter? Making bread? Sewing clothes? Picking cotton? Shearing sheep?”

Remind students that people who lived in the country sometimes traveled to towns to pay expert workers, called tradespeople, to do some of this work for them or to make some of their work easier to do. Explain that tradespeople became experts in their jobs so that other people didn’t have to do these jobs as often at home. For example, dressmakers became experts at sewing dresses so that women could buy dresses from dressmakers instead of making their own dresses.

Explain that today we still rely on the help of workers who become experts at their jobs so that they can help us do things we can’t do by ourselves. Some of today’s workers work with their hands to make things using specialized tools and knowledge, just like colonial tradespeople. Show and name the modern tradespeople in these Image Cards: Modern Farmer (15), Modern Pastry Chef (16), Seamstress (17), Tailor (18), Construction Worker (20), and Metal Worker (21).

Purpose for Listening

Tell students to listen for the different types of tradespeople that lived in colonial towns long ago.



A Trip to Town

← Show image 2A-1: Farmer prepares to go to town

1 or something that happened every day

2 [Point to the wagon in the picture.]

3 *Rare* is the opposite of *everyday*. If something is rare, it doesn't happen very often.

4 or experts

5 People in colonial times did not use money as often as we do today.

6 *Trade* means to exchange. But *trade* also refers to a special skill or job.

Imagine you lived in the country long ago and were preparing to visit the nearest town. A trip to town was not an **everyday** event.¹ Three hundred years ago, there were no cars or trains. Your parents would have taken you by horse and wagon,² and the going was *slow*. Because you wouldn't have wanted to leave your animals alone or your crops uncared for at home for a very long time, trips to town were pretty **rare**.³

Why might you have needed to go to town? Normally, everyone in your family helped to make most of what you needed on your farm. But there were always a few things that your family couldn't make themselves, like some iron nails or a new pair of shoes, or that would have simply taken too much time to make at home, like grinding wheat into flour, or making cloth for a new shirt. Fortunately, there were different kinds of tradespeople in town who were specialists⁴ at many of these jobs—jobs that couldn't have been done at home or that took too long.

How would you have paid these tradespeople for the things you needed? Farmers usually brought a load of goods to sell.⁵ Or he might have **bartered**, or exchanged, some eggs or butter for the cloth you needed to make new clothes. If you bartered products that you brought from your farm, you swapped or traded what you brought for something you wanted from that tradesperson. You would not pay money; you would trade.⁶ You may have brought along some vegetables or even chickens to trade.



← Show image 2A-2: Town square

The first stop on your trip to town, at least in a large town, most likely would have been at the town square. Most of the shops and important buildings were located in or around the town square. Unlike the country, buildings in town were close together, which

made it possible for you to visit several shops on the same day.

The town square was the place where the mayor and other town leaders made speeches or important announcements. The town square was also where townspeople met to talk and gossip with their friends. This was how people learned the latest news.



← **Show image 2A-3: General store**

From the town square, you probably headed to the nearby trading post or general store. This was where farmers could buy, sell, or trade all kinds of things. At the trading post or general store you might have traded the vegetables, grains, or dairy products you brought with you for tools, cloth, or supplies that you needed. If you were visiting a typical town in colonial days, here is where your trip to town would end. Most smaller towns had only one general store—a place where farmers could trade their crops to get basic tools and supplies they could not make at home. However, let us imagine that you were visiting a very large town, where you could see and do much more.



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

If you looked near the river, you may have seen a mill, a building where wheat was ground⁷ between large stones to make large amounts of flour. Mills were almost always on the river, because flowing water was needed to turn the huge waterwheel that made the large, flat stones inside turn and grind the wheat.⁸ If you had visited the miller, no doubt you would have brought freshly harvested wheat or corn from your farm for the miller to grind into flour. Once it was ground into flour, you would have been able to take it home to bake bread, cakes, and other good things to eat.

Next you may have stopped in the baker's shop and bought freshly baked rolls and bread. What a treat for your family!⁹

← **Show image 2A-5: Colonial shops**

If you were a rich farmer, you may have visited the hatter for a new hat, or the dressmaker to buy a new dress for your daughter.



7 or crushed

8 [Point to the waterwheel and the wagon of wheat in the picture.]

9 Remember how much work it was to make a loaf of bread back on the farm?

10 A tailor is a person who makes or fixes clothing.



← **Show image 2A-6: Blacksmith's shop**

Instead of buying cloth, you may just have bought yourself a new shirt from the **tailor**.¹⁰ And you would have had to visit the all-important **cobbler**, who would have made you a new pair of strong, leather shoes.

The **blacksmith** was an important specialist in town, with his own set of tools and skills. The blacksmith built fires to melt iron so he could pound it into the horseshoes and nails that you needed. He also worked hard to make many of the same metal tools that you used back on your farm.



← **Show image 2A-7: Early American town**

In the busy town, each of these tradespeople and merchants had something special to offer people who lived in the country, just as you had much-needed fresh food to offer them. For the next few days, you'll be learning more about some of these special people.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent passages 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 students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* Why did farmers go into town? (to barter, or trade, for goods) Why were trips to town rare instead of everyday? (It was a long trip; farmers didn't want to leave their farm that long.)
2. *Inferential* Describe what you might see in town. (a town square; houses and shops that were close together; different tradespeople; etc.)

3. *Inferential* What might a farmer bring to barter or sell in town? (food: milk, cheese, butter, eggs; crops; animals; etc.) What place would he go to sell these things? (trading post or a general store)
4. *Literal* What is the center of town called, where people went to hear news and announcements? (town square)
5. *Literal* Why would a farmer go to the mill? (to have the miller grind his wheat or corn into flour)
6. *Inferential* Why would only successful or rich farmers visit the tailor? (Clothes were expensive. Only farmers with extra money could afford to buy ready-made clothing; other farmers and families had to make their own clothing because that cost less money.)
7. *Literal* What could a farmer get from a cobbler? (shoes)
8. *Literal* What could a farmer get from a blacksmith? (horseshoes, iron nails, tools)

[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 neighbor 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:* If you were an apprentice in colonial times and could learn the job or trade of a colonial tradesperson, which trade that you heard about today would you want to learn and why? (Answers may vary.)
10. 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

5 minutes

1. In the read-aloud you heard, “A trip to town was not an *everyday* event.”
2. Say the word *everyday* with me.
3. An everyday event is something ordinary that always happens.
4. Brushing your teeth is an everyday event.
5. Give me an example of something that is an everyday event. Use the word *everyday* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “_____ is an everyday event.”]
6. What is the word we’ve been talking about?

Use an *Antonyms* activity for follow-up. Directions: The opposite of *everyday* is *rare*, something that is special because it hardly ever happens. If the event I describe is everyday, say, “That is an everyday event.” If the event I describe is rare, say, “That is a rare event.”

1. eating breakfast (That is an everyday event.)
2. eating your birthday cake (That is a rare event.)
3. putting on shoes (That is an everyday event.)
4. putting on a costume (That is a rare event.)
5. seeing a bug (That is an everyday event.)
6. seeing a giraffe (That is a rare event.)

➤ Above and Beyond: You may want to ask students to name additional rare or everyday events.



Complete Remainder of the Lesson Later in the Day



A Trip to Town

2_B

Extensions

15 minutes

↔ Multiple Meaning Word Activity

Associated Phrase: Trade

1. [Show Poster 2M: Trade.] In the read-aloud you heard, “You would not pay money; you would *trade*.” Here, *trade* means to give something to someone and receive something in return. [Have students hold up one or two fingers to indicate which image on the poster shows this meaning.]
2. Now with your neighbor, talk about what you think of when you see this picture of trade. I will call on a few of you to share your responses. Try to answer in complete sentences. (This picture of trade makes me think of trading lunch, trading places, trading cards or toys with friends, etc.) [Call on three or four students to share their answers.]
3. *Trade* also means something else. *Trade* means a job that uses special skills, knowledge, and tools, such as a baker, tailor, or blacksmith. [Have students hold up one or two fingers to indicate which image on the poster shows this meaning.]
4. With your neighbor, talk about what you think of when you see this kind of trade. I will call on a few of you to share your response. Try to answer in complete sentences. (When I see this kind of trade, I think of butchers, bakers, candlestick makers, etc.) [Call on three or four students to share their answers.]

Domain-Related Trade Book

Refer to the list of recommended trade books in the Introduction and choose a text about town life, such as *Ox-Cart Man*, by Donald Hall. (This book is a simple story of a farmer who loads up his cart

and goes to town, selling all the objects he has made and grown that year.)

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.

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 reading, lead students in a discussion about how the trip to town in the trade book relates to the information they have heard in the read-alouds from Lessons 1 and 2.



The Bread Makers

Millers and Bakers

3

✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Describe the miller and baker in a colonial town
- ✓ Identify, and associate with the appropriate trade, the tools used by millers and bakers
- ✓ Identify corn and wheat as the original plant products needed to make flour
- ✓ Explain how the tradespeople in colonial towns saved farming families time and effort

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 Bread Makers: Millers and Bakers” (RI.K.2)
- ✓ Retell important facts and information from the read-aloud “The Bread Makers: Millers and Bakers” by organizing pictures of the three tradespeople who helped make bread (the farmer, the miller, and the baker) in the proper sequence (W.K.2)
- ✓ Use pictures from “The Breadmakers: Millers and Bakers” to tell about the events in the read-aloud in the proper sequence of first, next, and last (W.K.3)

- ✓ Retell the steps for making bread, including the tradespeople, and first, next, and last steps in proper sequence by sequencing four to six pictures illustrating events in the read-aloud “The Bread Makers: Millers and Bakers” (W.K.8)
- ✓ With assistance, categorize and organize facts and information comparing colonial tradespeople to modern tradespeople in a Venn diagram (W.K.8)
- ✓ Describe familiar things, such as bread and, with prompting and support, provide additional detail (SL.K.4)
- ✓ Distinguish the read-aloud “The Bread Makers: Millers and Bakers,” which describes events that happened long ago, from one that describes contemporary or current events
- ✓ While listening to “The Bread Makers: Millers and Bakers,” orally predict what will happen in the read-aloud based on text heard thus far, and then compare the actual outcome to the prediction

Core Vocabulary

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 rub the grindstones together by hand, and 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: I was watching how the pizza maker kneaded the dough before he flattened it to make a crust.

Variation(s): knead, kneads, kneading

mill, n. A tradesperson who runs a mill and grinds wheat or corn into flour to sell to customers


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

| <i>At a Glance</i> | Exercise | Materials | Minutes |
|--|---|--|----------------|
| <i>Introducing the Read-Aloud</i> | What Have We Already Learned? | “Now and Then” Venn diagram | 10 |
| | Purpose for Listening | bread (optional) | |
| <i>Presenting the Read-Aloud</i> | The Bread Makers: Millers and Bakers | | 10 |
| <i>Discussing the Read-Aloud</i> | Comprehension Questions | | 10 |
| | Word Work: Customers | | 5 |
|  Complete Remainder of the Lesson Later in the Day | | | |
| <i>Extensions</i> | Retelling a Sequence of Events | Instructional Master 3B-1; blank paper; scissors; glue or tape | 15 |



The Bread Makers

Millers and Bakers

3A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Review the previous read-aloud, which describes a typical colonial farmer's trip to town. Be sure to emphasize that when a farmer goes to town, he brings items from his farm to trade or sell. When he leaves town, he takes other items traded or bought from other tradespeople back home. Ask students what it is called when goods are traded or exchanged for other goods instead of paying for them with money. (bartering) Then ask students to recall some of the items farmers might have brought with them on a trip to town. They may recall items from the trade book you read; they may also remember food items listed in the previous read-aloud. Ask students to recall the kinds of tradespeople a farmer might visit while in town. Take this opportunity to add examples of tradespeople from long ago as well as present day tradespeople to the "Now and Then" Venn diagram from Lesson 1. Note which tradespeople we still have today in the overlapping area of the diagram.



← Show image 3A-1: Breads

Tell students that today's read-aloud is about people who made bread. Ask students to describe the breads that they like to eat. Students may note that today we buy our bread at a store, that it may come sliced, that there are many kinds of breads, etc. Ask students if they can identify the main ingredient of bread. (flour) Ask students if they remember where flour comes from. (wheat, corn, other grains)

Remind students that in the first read-aloud they learned how bread was made at home in the country by the farmer's wife. As you review, highlight how time-consuming the process of making bread at home was: the wheat was planted and harvested, ground into flour, mixed with yeast and water, and baked in an iron pot over the hearth. Ask students if they have ever helped make bread.

Note: You may want to bring in “fresh baked” bread or other baked goods for students to sample, if permitted.

Purpose for Listening

Tell students that today they will learn about two tradespeople, the miller and the baker, who helped with different steps in the process of making bread. Tell students to listen to find out more about today’s topic: how bread was made in colonial times.



The Bread Makers: Millers and Bakers

◀ Show image 3A-1: Breads

All over the world, for thousands of years, bread has been an important part of many people's diets. In almost every culture, people make bread or foods like bread: in Mexico they eat tortillas; in India they eat chapati; in Israel they eat matzo; and in America we may eat any of the above—plus bagels, muffins, biscuits, and sliced bread.¹

1 What's your favorite type of bread?

In colonial times, most breads were made from wheat or corn. Where did the wheat and corn come from? Right: the farmer! But it was a long process from the farmer's field to the baker's shop. Today we're going to learn about what—and who—was involved with making bread.²

2 Who do you predict we'll read about that helps make bread?



◀ Show image 3A-2: Wheat field

First, the farmer planted his crops of wheat and corn. Then he harvested them, or picked them when they were fully grown. Next, the farmer had to separate out the seeds, or grains, from the plant. Then the seeds had to be ground into flour.

3 [Point to the grindstones in the next picture.]

A long time ago, people used to grind their own wheat grains or corn kernels with big stones called **grindstones**.³



◀ Show image 3A-3: Grindstones

Early grindstones, used by native people all over the world, were like the ones in this picture: One stone was larger and either flat or bowl-shaped, and the other stone was usually small enough to be held in the hand. The person grinding would spread some grains on the larger stone and grind them with the smaller stone.

Imagine grinding two stones together all day long, just to get enough flour to make one loaf of bread. It was hard work! Eventually people found a quicker way to do the job. Introducing: the mill!



4 A mill is a building with machinery that grinds grain into flour.

← **Show image 3A-4: Old millstones**

Mills existed in Europe long before people settled in America.⁴ A mill did the same thing as a person with a grindstone: it crushed the grains of wheat between two stones.

The stones in a mill were called millstones, and they were very, very large—far too large for a person to lift. Instead of a person grinding the stones together, a giant machine grinds the heavy millstones in a mill together. The bigger the millstones, the more grain the mill could crush into flour.



← **Show image 3A-5: Water mill**

Water mills were the most common type of mill in early America. They were built right on the rivers. The fast-flowing water made the big wheel turn around. The wheel was connected to the gears that made the millstones inside the building turn. The heavy weight of the stones pressed hard to grind the grains.



← **Show image 3A-6: Old-fashioned flour mill**

The tradesperson in charge of the mill was called a **mill**. The miller would charge farmers money (or some of their grains) to grind their wheat or corn into flour. The miller would grind the grain into flour, then collect the flour into bags. A miller with a watermill could grind and bag more flour in one day than a farmer with a grindstone could grind in weeks.⁵

5 So which tradesperson makes flour?

Once the flour was ground, the miller sold some of it to the baker. The baker made bread, muffins, and cakes out of the flour he got from the miller.



← **Show image 3A-7: Baker kneading dough**

To make dough, the baker mixed a lot of flour with a little bit of water and a little bit of salt. He also added a special ingredient called **yeast**. The yeast made the bread puff up and rise when it was baked.

6 or mixed it together with his hands

Next, the baker **kneaded** the dough.⁶ Kneading dough is like pressing and stretching the dough together lots of different ways

7 or thickness, firmness, or stickiness

8 Have you ever kneaded dough or play dough with your hands?



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

to make sure that the ingredients are all evenly mixed and the dough has the right consistency⁷ or texture. Certain kinds of bread had to be kneaded for a long time before the dough was ready to bake.⁸

9 [Motion, or pretend to use a rolling pin.] You might have used a rolling pin when playing with play dough or making cookies.

Next, the baker shaped the dough, either by patting it with his hands or rolling it with a rolling pin.⁹ Then it was time to put the bread into the oven. In the old days, ovens were brick or stone structures with a fire inside.

10 [Inhale deeply through your nose.] Aroma is the smell.



← **Show image 3A-9: Modern bakery**

When the bread was just the right shade of brown, the baker took it out of the oven and let it cool for awhile. Mmmmm, can't you just smell that wonderful aroma?¹⁰ That's freshly-baked, warm bread, ready to eat!

11 Has anyone ever made bread at home? What do you do first?

Bread is still made today in more or less the same way it was made in early America three hundred years ago.¹¹ The first step is making the dough.

12 Customers give the baker money to buy what s/he has made.

Bakers have to get up extra early—sometimes at two or three o'clock in the morning—to start making dough and start baking bread for their first **customers**.¹² Even today, in many parts of the world, hungry customers stand outside the bakery door first thing in the morning to buy their bread and other breakfast treats. There is nothing better than fresh-baked goodies to start your day.

Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent passages 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 students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* What is the main topic of the read-aloud? (how bread was made in colonial times)
2. *Literal* From which plants is flour made? (corn, wheat)
3. *Literal* How does a miller make flour? (He grinds grain between two grindstones.)
4. *Inferential* What is a mill? (someplace with equipment used to grind wheat or corn into flour) How does a water mill work? (A waterwheel turns the millstones, which grind the grains into flour.)
5. *Literal* What ingredients are in dough? (flour, water, yeast, and sometimes salt)
6. *Inferential* Explain how a baker makes bread. (He mixes together flour with water and yeast, kneads it, lets it rise, and puts it in the oven.) What is the word used for mixing the dough by hand? (kneading)
7. *Literal* Why is yeast important? (It makes the dough rise and have the right consistency for bread.)
8. *Literal* Besides a loaf of bread, what other foods are made with flour? (cakes, rolls, tortillas, etc.)

[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 neighbor 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:* Farmers grow wheat, millers grind wheat into flour, and bakers use the flour to bake bread. Think back to the story we heard in the *Farms* domain, “The Little Red Hen.” How did the Little Red Hen make bread? With your partner, think of two ways “The Little Red Hen” was like the tradespeople in today’s read-aloud and two ways she was different. (Answers may vary, but might include she grew the wheat, ground the wheat, and baked the bread, like the farmer, miller, and baker; but she did it all herself. She was a hen, not a person, etc.)
10. 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

5 minutes

1. In the read-aloud you heard, “Bakers have to get up extra early—sometimes at two or three o’clock in the morning—to start making dough and start baking bread for their first *customers*.”
2. Say the word *customers* with me.
3. Customers are people who come to a shop or store to buy goods or pay for services.
4. The people in a grocery store who are choosing foods to buy are customers.
5. Tell me an example of a place 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 is the word we’ve been talking about?

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

1. the people who sew the 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 order new hats (They are customers.)



Complete Remainder of the Lesson Later in the Day



The Bread Makers

Millers and Bakers

3_B

Extensions

15 minutes

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

Directions: Today we learned about three tradespeople who work together to make bread. Cut out these four pictures of the steps for making bread. Put them in the correct order. When you have finished, raise your hand, and I will come over to you. I will ask you to tell me which comes first, next, and last.

Circulate around the room, and as students complete their sequencing activity, encourage them to retell the steps of making bread. Encourage the use of temporal words and tradespeople's names. Extend their use of domain vocabulary as they provide a response with the following structure: First, the farmer plants and harvests the corn or wheat. Next, the miller grinds the corn or wheat into flour in his water mill. Then, the baker mixes the flour with water and yeast to make dough. Last, the baker puts the dough in the oven to bake.

Have students glue or tape the images in the correct order onto a separate sheet of paper.



The Cloth Makers

Spinners and Weavers

4

✓ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Describe spinners and weavers in a colonial town
- ✓ Identify, and associate with the appropriate trade, the tools used by spinners and weavers
- ✓ Identify cotton, flax, and wool as the original plant or animal products needed for making cloth
- ✓ Explain how the tradespeople in colonial towns saved farming families time and effort
- ✓ Describe the process of making cloth from cotton, flax, or wool
- ✓ Demonstrate familiarity with “Baa, Baa, Black Sheep,” and “Pat-a-Cake”

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 Cloth Makers: Spinners and Weavers” (RI.K.2)
- ✓ With assistance, categorize and organize facts and information about how clothing was made, what it is made of, and how it is made into a Know-Wonder-Learn Chart (W.K.8)

- ✓ Describe familiar things, such as clothing and, with prompting and support, provide additional detail (SL.K.4)
- ✓ Distinguish the read-aloud “The Cloth Makers: Spinners and Weavers,” which describes events that happened long ago, from one that describes contemporary or current events

Core Vocabulary

garments, n. Pieces or articles of clothing

Example: I was cold because I was wearing light garments: shorts and a T-shirt.

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

spindles, n. Small wooden tools used for spinning fibers into thread

Example: Spindles help twist cotton into thread more quickly than a person could twist by hand.

Variation(s): spindle

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


Example: The spinners worked tirelessly at the spinning wheel to make yarn.

Variation(s): spinner

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

Example: The weavers had many colors of yarn from which to choose.

Variation(s): weaver

| At a Glance | Exercise | Materials | Minutes |
|--|---|---|---------|
| Introducing the Read-Aloud | Know-Wonder-Learn Chart | chart paper, chalkboard, or whiteboard; samples of cloth and clothing | 10 |
| | Purpose for Listening | | |
| Presenting the Read-Aloud | The Cloth Makers: Spinners and Weavers | | 10 |
| Discussing the Read-Aloud | Comprehension Questions | | 10 |
| | Word Work: Garments | | 5 |
|  Complete Remainder of the Lesson Later in the Day | | | |
| Extensions | Nursery Rhymes Read-Aloud | | 15 |



The Cloth Makers

Spinners and Weavers

4_A

Introducing the Read-Aloud

10 minutes

Know-Wonder-Learn Chart

Review the previous read-aloud about the miller and the baker. Ask students the names of the three tradespeople who help to make bread: the farmer, the miller, and the baker. Then tell students that in the next two days they will be learning about tradespeople who help make clothes.

Draw a **Know-Wonder-Learn Chart** on chart paper, a chalkboard, or a whiteboard. Make three columns on the board: one for what students already know (K), one for what they wonder or would like to know (W), and one for what they have learned (L). Tell students that you are going to write down what they say, but they are not expected to be able to read what you write because they are still learning all the rules for decoding. Emphasize that you are writing what they say so that you don't forget, and tell them that you will read the words to them.

Ask students what they already know about how clothing is made, what it is made out of, and who makes it. Tell them they can answer with information about how clothing is made today or long ago. Record their responses in the 'K' column. Next, ask students what they would like to know about how clothing is made, what it is made out of, and who makes it. Record these responses in the 'W' column. You will complete the 'L' column in a later lesson.

Then explain to students that clothing is made out of fabric or cloth. If possible, bring in some samples of cloth and some samples of clothing to help students understand the difference between cloth and clothing, i.e., clothing is made from cloth, which has to be made first. Tell students that today's read-aloud will teach them about how cloth was made long ago in colonial towns. Explain that most of the cloth used for our clothing today is made in factories with the help of big machines. But it hasn't

always been that way. Throughout most of history, there were no factories and no complex machines. Three hundred years ago in a colonial town, people made cloth by hand. In this read-aloud, students will learn how people made cloth in the old days.

Purpose for Listening

Tell students that today they will learn about two tradespeople, the spinner and the weaver, who helped with different steps in the process of making cloth. Tell students to listen to find out more about today's topic: how cloth was made in colonial times.



1 or pieces of clothing

The Cloth Makers: Spinners and Weavers

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

Several hundred years ago, farmers made their own cloth from materials they gathered from their farms. Most farmers sheared wool from sheep they raised on their farms. On a few farms where cotton was grown, farmers picked cotton from cotton plants that grew in their fields. The farmers' wives cleaned, combed, dyed, and spun this cotton or wool into thread before weaving it into cloth. But this took a lot of time, so if they had several **garments**¹ to make, they could give their cotton or wool to tradespeople who made the cloth for them. Today we will learn about **spinners** and **weavers**, two types of tradespeople in town who had tools that helped them make more cloth at one time than a farmer and his family could make by themselves.



◀ Show image 4A-2: Shearing a sheep

Many farmers used the wool of sheep to make cloth. Once a sheep's coat was thick, farmers would shave or shear off the wool with a sharp blade. The wool grew back, and the sheep were ready to be sheared again the following spring.



◀ Show image 4A-3: Cotton boll

Let's take a close look at cotton, a plant grown on farms in the Southern colonies along the coast. The cotton first had to be planted and then hand-picked from the plant. A cotton boll is the seed pod of the cotton plant.² Farmers plucked the white, string-like cotton fibers found inside the cotton boll. The stalk of another plant, called flax, could also be picked apart into fibers that could be made into a cloth called linen. Whether cotton or flax, farmers needed to clean the fibers to remove the seeds and dirt from these plant parts before using them to make cloth.

2 [Point to the boll in the image.]



← **Show image 4A-4: Spindle, carder**

3 [Point to the carder in the picture.]

The first step in making cloth is to make the cotton, flax, or wool into thread. In this picture are some tools the farmer had at home that would help him do this. After the cotton, flax, or wool was cleaned, it had to be combed with a tool called a carder.³ As you can see from this picture, hand carders look similar to cat or dog brushes. Women would use two carders at a time to brush the wool until all the fibers lined up in the same direction.

4 Dyes back then were homemade too.

Once the fiber was combed, the women might dye the cotton or wool different colors using the juice from different plants or berries.⁴ They dipped the cotton or wool in the dye, allowing it to soak up the colorful juices. Dyeing was hard work and took a long time, so farmers usually skipped this step if they were making cloth at home. That's one reason why the clothing sewn at home from cloth made on the farm in those days was so plain, usually just a whitish-beige color. It was a rare treat to buy colorful cloth in town.

5 [Point to the spindle in the picture.]

6 So, what were the first two steps in making cloth from cotton, flax, or wool?

Next, women making their own clothes at home used small wooden **spindles** like this one to twist the clean fibers into thread.⁵ Women turned the spindle by hand to make yarn that was much stronger than a single fiber of cotton, flax, or wool.⁶



← **Show image 4A-5: Spinning wheel**

If a farmer could afford it, he would buy a spinning wheel like this one for his wife. The spinning wheel allowed a woman to turn cotton, flax, or wool fibers into yarn or thread by twisting them together very tightly. A spinning wheel could spin wool into thread much more quickly than a hand spindle. In rare cases, when a farmer was very wealthy or lived near a large town, he would buy cloth from a spinner, a tradesperson who turned cotton, flax, or wool into thread using a spinning wheel.

7 [Point to the treadle in the image.]

The spinning wheel not only has a spindle attached to it, but it also has a big wheel and a foot pedal called a *treadle* (*TRED-ull*).⁷ The spinner would step on the treadle to make the big wheel spin; this was called treadling.



← **Show image 4A-6: Woman spinning**

8 [Point to the specific parts of the illustration.]

See how the thread between the woman's left hand and the spindle has been spun into thread and is ready to be collected on the spindle?⁸ A large spinning wheel turned the spindle around quickly, allowing the spinner to make a lot of thread or yarn in one day. One way that farmers and their families could save time was to buy yarn or thread from the spinner and then weave this thread into the cloth by hand at home. Or if they wanted to save even more time and effort, they could visit another tradesperson, the weaver, to make the cloth for them.



← **Show 4A-7: Close-up of cloth**

9 [Check to see if anyone is wearing clothing with clearly visible rows.]

After the spinner made the yarn or thread, the weaver took over. The weaver's job was to weave yarn or thread into cloth. If you look at the clothing you are wearing right now, you'll see that the cloth is actually made up of lots of little rows of threads, just like in this picture.⁹ Some of these rows go up and down, and others go across. To do this, the weaver used a tool called a **loom**.



← **Show image 4A-8: Weaving loom**¹⁰

10 [Point to the parts of the loom as you read.]

11 So, after the cotton, flax, or wool is made into thread, what is the last step to make it into cloth?

A typical loom had pedals that the weaver used to control the machine's parts. The weaver used a special piece called a *shuttle* to carry the strings back and forth from one side of the loom to the other. The newly made cloth was rolled up on the bolt underneath the loom.¹¹



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

12 If you've ever been to a fabric store, you've seen many different types of fabric that have been made by machines.

Today, cloth is made in factories by machines, but these machines spin and weave just like the tradespeople did long ago.¹² So now you know how cotton, flax, and wool were woven into cloth by hand years ago, both at home and by the spinners and weavers in town.

Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent passages 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 students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* What is the main topic of the read-aloud? (how cloth was made in colonial times)
2. *Literal* What plants could be used to make cloth? (cotton and flax) What animal also provided material for cloth? (sheep)
3. *Literal* What is the tool that looks like a cat or dog brush that farmers used to comb the cotton, flax, or wool into straight fibers? (carder)
4. *Inferential* Did farmers' wives often make colorful cloth at home? (no) Why not? (It took a long time to make dyes from plants and berries and then dye the cotton or wool.)
5. *Inferential* We learned about two tools that could be used to speed up the process of making thread by spinning. Which tool was good for small jobs? (a hand spindle) Which tool was good for large jobs? (a spinning wheel)
6. *Inferential* What could you buy from a tradesperson who was a spinner? (yarn or thread) Could you buy cloth from a spinner? (no) Why not? (Spinners made yarn or thread only.)
7. *Literal* What did a weaver do? (wove thread or yarn into cloth)
8. *Literal* What machine did a weaver use to make large pieces of cloth? (a loom)

[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 neighbor 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:* Would you rather be a spinner or a weaver? Why? (Answers may vary.)
10. 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: Garments

5 minutes

1. In the read-aloud you heard, "If [farmers] had several *garments* to make, they could give their cotton or wool to tradespeople who made the cloth for them."
2. Say the word *garments* with me.
3. Garments are pieces of clothing you wear.
4. When you take clothing to the dry cleaners, they count how many garments you brought to have cleaned.
5. Tell me an example of something you think is a garment. Use the word *garment* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students' responses: "_____ is a garment."]
6. What is the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to name some items. If you think the items are garments, say, "_____ are garments." If you think the items are not garments, say, "_____ are not garments."

1. socks (Socks are garments.)
2. dresses (Dresses are garments.)
3. toys (Toys are not garments.)
4. shirts (Shirts are garments.)
5. books (Books are not garments.)

✈ Above and Beyond: You may want to have students name additional items that are garments, or not garments.



Complete Remainder of the Lesson Later in the Day



The Cloth Makers

Spinners and Weavers

4_B

Extensions

15 minutes

Nursery Rhymes Read-Aloud

Many popular nursery rhymes are about the work that tradespeople did in towns a long time ago. Tell students that you will read and discuss four nursery rhymes about tradespeople who made bread or cloth. Review with students the following tradespeople and their roles: miller, baker, spinner, and weaver.

Describe the echo technique to students. (You may have used this technique in the *Nursery Rhymes and Fables* domain.) Tell students that you are first going to read the whole nursery rhyme aloud. Then you will read one line at a time and stop after each line. Explain that when you stop, students are to echo or repeat the line you have just read word for word.

Then introduce and read each of the following nursery rhymes. First, read the whole rhyme, and then read each one line by line, stopping to have students echo each line.

Explain that this first rhyme is about a mill that makes flour, but instead of a water mill, it features a windmill, a large wheel that spins when the wind blows. Remind students that mills could be used to grind corn kernels as well as grains of wheat. Read the nursery rhyme through once without stopping:

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.

Now read the rhyme line by line, and using the echo technique, stop to have students repeat each line before going on. Ask

students to name the tradespeople mentioned in the nursery rhyme.

Tell students that the next rhyme can be recited as a hand-clapping game. Tell students that this rhyme describes a baker who is working with dough, patting it, rolling it, and marking it before baking it. Ask students what tool a baker uses to roll the dough. Read the nursery rhyme through once without stopping:

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.

Now read the rhyme line by line, and using the echo technique, stop to have students repeat each line before going on. Ask students to name the tradesperson mentioned in this nursery rhyme.

Tell students that the next two rhymes are about making cloth. Ask students what materials were used to make cloth. (cotton, flax, and wool) Ask students where wool came from. (sheep) Point out that white sheep's wool could be dyed to make any color. Black wool was not as valuable because it could not be dyed into other colors. Remind students of a nursery rhyme they learned in the *Nursery Rhymes and Fables* domain and heard again in the *Farms* domain. Read the nursery rhyme through once without stopping:

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.

Now read the rhyme line by line, and using the echo technique, stop to have students repeat each line before going on.

Explain that the next rhyme is about a weaver using a loom. Remind students that when using a loom, the weaver passed a shuttle back and forth to weave across the rows of thread. As the weaver passed the shuttle back and forth, his loom would make a clickety-clack noise. This nursery rhyme is about an old weaver named John and his wife, Maud, who liked the sound the shuttles made going across the loom. Read the nursery rhyme through once without stopping:

*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.*

Now read the rhyme line by line, and using the echo technique, stop to have students repeat each line before going on. Ask students to name the tradesperson mentioned in this nursery rhyme.

If time permits, you may want to repeat these rhymes again, leaving out the rhyming words at the ends of the lines for students to fill in. You may also want to pair up students and teach them the hand motions to “Pat-a-Cake.” Playful repetition will help students learn the rhyme. Reciting these nursery rhymes can be a fun transition activity to be used throughout the day.



Dressmakers, Tailors, Hatters, and Cobblers

5

✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Describe dressmakers, tailors, hatters, and cobblers in a colonial town
- ✓ Identify, and associate with the appropriate trade, the tools used by dressmakers, tailors, hatters, and cobblers
- ✓ Explain how the tradespeople in colonial towns saved farming families time and effort
- ✓ Explain that ready-made clothing was not available for sale in colonial shops; clothing was made to order according to the exact measurements of each person

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, discuss the spinners and weavers from the previous read-aloud and connect them to the tradespeople in “Dressmakers, Tailors, Hatters, and Cobblers” (RI.K.3)
- ✓ Orally compare and contrast the six tradespeople in the read-aloud (spinners, weavers, dressmakers, tailors, hatters, and cobblers) (RI.K.9)

- ✓ With assistance, categorize and organize facts and information comparing the people who sold clothing long ago to those who sell clothes today in a Venn diagram (W.K.8)
- ✓ Distinguish the read-aloud “Dressmakers, Tailors, Hatters, and Cobblers,” which describes events that happened long ago, from one that describes contemporary or current events
- ✓ Discuss personal experiences shopping today and connect those with shopping for clothes long ago

Core Vocabulary

breeches, n. A type of men’s pants that came down to just below the knee

Example: When men wore breeches in the winter, they needed to wear long socks to keep their calves warm.

Variation(s): none

fabric, n. Cloth woven from different fibers, often dyed different colors

Example: I chose a black fabric for my costume.

Variation(s): fabrics

fastened, v. Attached or joined (two things) together

Example: I fastened my rain coat buckles to keep my sweater underneath dry.

Variation(s): fasten, fastens, fastening

measure, v. To figure out the size of something by comparing it to another object or by using a special tool


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

Variation(s): measures, measured, measuring

patterns, n. Plans or diagrams on paper to be followed when making something

Example: The dressmaker let the farmer’s wife borrow one of her dress patterns so she could make a dress for her daughter.

Variation(s): pattern

| <i>At a Glance</i> | Exercise | Materials | Minutes |
|--|--|-----------------------------|----------------|
| <i>Introducing the Read-Aloud</i> | What Have We Already Learned? | “Now and Then” Venn diagram | 10 |
| | What Do We Know? | | |
| | Purpose for Listening | | |
| <i>Presenting the Read-Aloud</i> | Dressmakers, Tailors, Hatters, and Cobblers | sewing pattern | 10 |
| <i>Discussing the Read-Aloud</i> | Comprehension Questions | | 10 |
| | Word Work: Measure | | 5 |
|  Complete Remainder of the Lesson Later in the Day | | | |
| <i>Extensions</i> | Know-Wonder-Learn Chart | Know-Wonder-Learn Chart | 15 |
| | On Stage | | |



Dressmakers, Tailors, Hatters, and Cobblers

5^A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Review the previous read-aloud about spinners and weavers. Remind students that spinners made thread out of cotton, flax, or wool, and that weavers took this thread or yarn and wove cloth out of it. Explain that there was still an important step left to make specific pieces of clothing, such as dresses or shirts. This last step involved cutting out pieces of cloth and then sewing them together. Tell students that today they will learn about tradespeople who sewed clothes out of cloth.

What Do We Know?

Discuss what it is like to go shopping for clothes today. Today's stores have a lot of clothes in a variety of sizes and styles ready to buy when customers come to the store. Most stores have clothes for boys and girls, in addition to shoes, hats, and any other garments you might need. Customers in a clothing store can choose what they want. If they prefer, they can go into a fitting room and try it on before they pay for it so they can decide if they like it. Ask students how they get their clothes. Do they go to a store and try it on, or does someone shop for their clothes for them? Most of today's garments are made in factories where people use machines to make many garments very quickly.

But long ago, making even just one dress or shirt took a lot of time and effort, even for an expert tradesperson. Tradespeople didn't have the time or money to make a lot of clothes in advance and hang them up in their shops, hoping customers would come in and buy them. Instead, they had to make sure that they had a customer first, and then they would make what the customer wanted. This is called *made-to-order* or a *custom* order, because it is made in a specific way for a specific customer. It usually took

many days, even weeks, between the time the customer first came into the shop and ordered a garment and when he or she actually took home the completed clothing.

Ask students to imagine what it would be like to buy clothes without even seeing a sample first. In the old days, people had to trust the tradesperson who was sewing the garment, because they couldn't just try it on or bring it back to the store if they didn't like it. Most children's clothes were made at home.

And making a pair of pants was very different from making a dress, or shoes or hats, so you had to go to a different tradesperson who was a specialist in the type of clothing you needed.

On the "Now and Then" Venn diagram, make note of the similarities and differences that you have just discussed between shopping for clothes today and long ago.

Purpose for Listening

Tell students to listen carefully to today's read-aloud to find out about four different tradespeople during colonial times who made different types of clothing.



Dressmakers, Tailors, Hatters, and Cobblers

◀ Show image 5A-1: Group of people walking to church

In Colonial America, most people made their own clothing. This was especially true for farmers, who had everything they needed to make clothes on their farms. Because making clothes was hard work, most people had only two outfits: one set of work clothes and one set of fancier clothes to wear on Sunday—that was it! People did not get new clothes until their old clothes were worn out.

Some farmers and their families had the money to buy clothing, instead of making it themselves, so they would take a trip to town when they needed new clothing. There, they would find several different people who specialized in making different things: the dressmaker, the tailor, the hatter, and the cobbler.¹

1 Think how much time farmers' wives could save if they bought dresses instead of making them!



◀ Show image 5A-2: Dressmakers

In the old days, there were no racks full of dresses for women to try on. It took a lot of time for a dressmaker to make a dress, so she wanted to make sure someone would buy every dress made. And it cost a lot of money to buy a dress, so a farmer's wife wanted to choose the exact color and style she wanted. The dressmaker might display one or two dresses in the shop window, but most dresses had to be made-to-order.² If a woman was very wealthy, she might even order a dress from England.

2 What does *made-to-order* mean?



◀ Show image 5A-3: Sewing notions

When a woman came in looking for a new dress, the dressmaker might show her some **patterns**, designed according to the latest fashions.³ The woman could choose the pattern and **fabric** she liked best.⁴

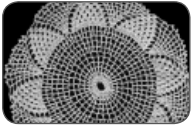
3 [Show students the sewing pattern you brought to class.] Patterns were made of paper and showed what pieces would need to be sewed together to make a dress.

4 Fabric is cloth that comes in a variety of colors and materials.

5 The measuring tape would help the dressmaker figure out a woman's size.

The dressmaker would then use a measuring tape to **measure** the woman's arms and legs, as well as her chest, neck, and **waist**.⁵

The measurements told the dressmaker how much cloth would be needed for the dress. The dressmaker would then cut the cloth into pieces according to the shape of the patterns. After all the pieces were cut, the dressmaker would hand stitch or sew the pieces together using a fine needle and thread. Remember, back then there were no electric sewing machines like we have today, so this was slow, careful work.



← **Show image 5A-4: Crocheted lace**

Finally, the dressmaker might add fancy finishing touches, like hand-knitted lace or embroidery around the collar or hem of the dress. It would sometimes take several weeks to make a new dress!



← **Show image 5A-5: Tailor**

Tailors did the same kind of work as dressmakers, but they made clothing for both men and women. People who wanted new clothes could visit a tailor and have their measurements taken. The tailor would then make a shirt or a pair of **breeches**, to order. Breeches were the knee-length pants that men wore in colonial times along with long, woolen stockings.



← **Show image 5A-6: Colonial hats**

Almost everyone in early America wore a hat. In fact, it was considered strange or rude to walk around bareheaded. Men wore hats with brims, and women wore soft bonnets. People wore hats to keep their heads warm and dry, to keep the sun out of their eyes, and to protect the expensive wigs they frequently wore.

People who made men's hats were called hatmakers or hatters. Men's hats were made out of beaver skin, wool, or camel fur, and were **fastened**⁶ together with glue that the hatter mixed himself. As with clothing, people could not simply walk into a hat shop

6 *Fastened* means held together, or attached.

and walk out with a hat on the same day. Instead, a customer chose the particular style of hat, had his or her head measured by the hatter, and came back days or weeks later, when the hat was done.



← **Show image 5A-7: Shoemaker**

Of all their clothing, shoes were the hardest for farmers to make themselves. So when a farmer needed a new pair of shoes, he would visit the cobbler or shoemaker. The cobbler would make shoes to order, just as was done with the dressmaker, tailor, and hatter.

Most people had only one or two pairs of shoes. Plenty of people had no shoes at all! Poor farmers and their families didn't wear shoes for most of the year. If a farmer did have shoes, he might wear the same pair of shoes every day for months. As a result, shoes wore out quickly. Most farmers could not afford to buy a new pair of shoes very often. So, instead of buying new shoes, they would take their old shoes to the cobbler to have them patched, or repaired. Cobblers spent as much time fixing old shoes as they did making new ones.



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

The shoemaker used many specialized tools for his trade. In early America, most shoes were made out of leather, which comes from the dried hide or skin of a cow. There were two parts to a shoe: the sole and the upper, both made from leather. The sole was the bottom of the shoe, and the upper was the top part of the shoe. Just like a dressmaker or tailor, the shoemaker would take measurements, cut the leather, and then use a needle and thread to sew the pieces together.



← **Show image 5A-9: Modern department store**

Making clothes, hats, and shoes was hard work. Farmers who could afford it were very happy to pay others—dressmakers, tailors, hatters, and cobblers—to do that work for them! Today it's much easier to purchase clothes. We can choose from a variety

of styles that are already sewn, rather than getting measured and waiting for weeks to get our new clothes. And we don't even have to go to four different tradespeople to get the clothes, hats, and shoes we wear. We can just go to one department store!

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent passages 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 students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* Which tradespeople made clothes for women? (dressmaker and tailor) For men? (tailor)
2. *Literal* Which tradesperson made hats? (hatter)
3. *Literal* Which tradesperson made or fixed shoes? (cobbler)
4. *Inferential* Describe what a dressmaker did when a customer came to her shop and ordered a dress. (took measurements, offered a choice of fabrics and patterns, cut and sewed pieces together)
5. *Inferential* What was a dress pattern used for? (to show customers choice of styles; to cut the right shapes and sizes out of fabric)
6. *Inferential* Why was a measuring tape an important tool in making clothing? (to make sure that clothes would fit)
7. *Literal* What materials did a hatter use to make hats? (beaver skin, wool, camel fur, glue)
8. *Inferential* Why did cobblers often fix old shoes instead of making new shoes? (New shoes were expensive.)
9. *Literal* What material were shoes made out of? (leather)

[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 neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

10. *Evaluative Think Pair Share:* We learned that paying someone else to make new clothes was expensive. We also learned that because new shoes were expensive, people brought their old shoes to the cobbler to get them patched, or repaired. But people didn't usually bring their old clothes to the dressmaker or tailor to have them patched. Why not? (They could patch them at home because they knew how to sew clothes, but they didn't have the special tools to sew leather.)
11. 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

5 minutes

1. In the read-aloud you heard, "The dressmaker would use a measuring tape to *measure* [a] woman's arms and legs, as well as her chest, neck, and waist [before cutting the fabric to make her dress]."
2. Say the word *measure* with me.
3. To measure means to figure out the size (the length, height, or weight) of something by comparing it to another object or by using a special tool.
4. I like to measure my height and my brother's to see who is taller.
5. Tell me an example of something you might like to measure. Use the word *measure* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students' responses: "I think I would like to measure _____."]
6. What is the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to say some sentences. 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.”

1. Joe looks at himself in a mirror and thinks he looks bigger than he did the day before. (That is not a way to measure.)
2. Mary uses a ruler to see how long her desk is. (That is a way to measure.)
3. My dad counts how many steps it takes for him to get from one end of the room to the other. (That is a way to measure.)
4. The baby puts the measuring tape in her mouth. (That is not a way to measure.)
5. Mom puts the apples on a scale at the grocery store to see how many pounds of apples she has. (That is a way to measure.)



Complete Remainder of the Lesson Later in the Day



Dressmakers, Tailors, Hatters, and Cobblers

5_B

Extensions

15 minutes

Know-Wonder-Learn Chart

Tell students that you will finish the Know-Wonder-Learn Chart with the information they have learned about spinners and weavers, as well as about the dressmaker, the tailor, the hatter, and the cobbler from today's read-aloud. Encourage students to share what each tradesperson does and what materials and tools they use. To review the process by which clothing was made in towns long ago, reread the information that students knew, wondered about, and learned.

On Stage

Tell students that they have now learned about six different tradespeople involved in making clothing. In order to review these six trades, tell students that they will sing a song and act out the work of each of these tradespeople.

Sing the following verse about the spinner to the tune of "The Farmer in the Dell," modeling the hand movements noted in parentheses. Have students join you in singing the verse again, imitating your hand movements as well.

The spinner twists the thread, [Twist fingers, rubbing thumb against first two fingers.]

The spinner twists the thread,

Hi ho, who makes the clothes?

The spinner twists the thread.

Repeat with the following verses about the weaver, the dressmaker, the tailor, the hatter, and the cobbler. You may want to show the students the hand motions and have them practice before singing each verse together:

The weaver weaves the cloth . . . [Move left hand from left to right, and then right hand from right to left, as if throwing a shuttle across a loom.]

The dressmaker fits a dress . . . [Start with fingers of both hands together and pull apart to indicate imaginary measuring tape.]

The tailor sews the breeches . . . [Make sewing motion; laying one hand flat and holding imaginary needle in other, “poke” the palm with the needle.]

The hatter glues the brims . . . [Grab the front of an imaginary brim of a hat with both hands.]

The cobbler nails the shoes . . . [Hold imaginary nail in one hand and imaginary hammer in other, tapping the “nail.”]



The Elves and the Shoemaker

6

✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Describe the different kinds of tradespeople in a colonial town
- ✓ Identify, and associate with the appropriate trade, 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 addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, use narrative language to describe characters and setting of “The Elves and the Shoemaker” (RL.K.3)
- ✓ Listen to a variety of texts, including fictional stories such as “The Elves and the Shoemaker” (RL.K.5)
- ✓ Prior to listening to “The Elves and the Shoemaker,” identify orally the four tradespeople they learned about in “Dressmakers, Tailors, Hatters, and Cobblers” and the garments or accessories they made; connect the cobbler from “Dressmakers, Tailors, Hatters, and Cobblers” to the cobbler in “The Elves and the Shoemaker” (RI.K.3)
- ✓ Orally compare and contrast people who sell clothes today and those who sold clothing long ago (RI.K.9)
- ✓ As a group create a Venn diagram to show similarities and differences between shopping for clothes now and in colonial times (W.K.8)

- ✓ Distinguish the read-aloud “The Elves and the Shoemaker,” which describes events that happened long ago, from one that describes contemporary or current events
- ✓ Discuss personal experiences buying shoes today and connect those with shopping for shoes long ago
- ✓ While listening to “The Elves and the Shoemaker,” orally predict what will happen in the read-aloud based on text heard thus far, and then compare the actual outcome to the prediction
- ✓ Explain that “The Elves and The Shoemaker” is a fictional story about a cobbler in contrast to the informational text in the previous lesson
- ✓ Evaluate and select read-alouds, books, or poems on the basis of personal choice for rereading

Core Vocabulary

attractive, *adj.* Good-looking; pleasant to look at

Example: My grandfather says I am an attractive young lady.

Variation(s): none

elves, *n.* Small, magical people or fairies

Example: Our favorite story is about Santa and his elves making toys at the North Pole.

Variation(s): elf

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

Example: The miller was happy with his life, even though the king considered him poor.

Variation(s): poorer, poorest

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


Example: Some people live in huge houses because they are rich.

Variation(s): richer, richest

thrilled, *adj.* Extremely happy

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

Variation(s): none

| <i>At a Glance</i> | Exercise | Materials | Minutes |
|--|--------------------------------------|--|----------------|
| <i>Introducing the Read-Aloud</i> | What Have We Already Learned? | “Now and Then” Venn diagram; Image Card 19 | 10 |
| | Purpose for Listening | | |
| <i>Presenting the Read-Aloud</i> | The Elves and the Shoemaker | | 10 |
| <i>Discussing the Read-Aloud</i> | Comprehension Questions | | 10 |
| | Word Work: Thrilled | | 5 |
|  Complete Remainder of the Lesson Later in the Day | | | |
| <i>Extensions</i> | Student Choice | | 15 |



The Elves and the Shoemaker

6^A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Review the previous read-aloud about the four tradespeople who made garments for the customers who came to their shops in town during colonial times. Ask students to recall all four tradespeople and the garments or related clothing accessories they made. Be sure to highlight the cobbler, and tell students that another name for a cobbler is a shoemaker. Tell them today they will hear a fictional story about a shoemaker or cobbler.

Compare the people who sell clothes today to those who sold clothing long ago, and note or review the differences on the “Now and Then” Venn Diagram. Point out that in today’s time, usually the people who make the shoes we wear are not the same people who sell us those shoes. Our shoes are usually made in factories by factory workers, who specialize in running the machines that make the shoes. However, when we go to the shoe store, sales clerks—people who specialize in helping customers—are there to help us. (Show Image Card 19)

On the other hand, in towns from long ago, many tradespeople had to make their products in their shops as well as sell their products in their shops—two very different jobs today. A cobbler may be very good at making shoes, but may not be very good at deciding what style shoes to make in order to interest customers in buying shoes. What if a miller made great flour but charged too much money for each bag and couldn’t sell it? What if a dressmaker sewed very well, but didn’t have the fabrics that women liked? Running a shop and making sure customers bought your product was hard work—sometimes harder work than making your product!

Purpose for Listening

Tell the students that they are going to hear a fictional story about a once-successful shoemaker who had become poor. Tell them to listen carefully to find out how he once again became successful and who helped him.



The Elves and the Shoemaker

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

- 1 He didn't have much money.
- 2 or good-looking

Once there was a shoemaker who had grown very **poor** over the course of several years.¹ The shoemaker had been good at his trade; he made **attractive**² shoes that fit well 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 want to buy them anymore. They preferred the shoes that the shoemaker in the next town made.



◀ Show image 6A-2: Shoemaker

- 3 What supplies or materials does he need to make a pair of shoes?
- 4 People who couldn't afford their own house lived together in a place called the poorhouse.
- 5 What do you think will happen to the poor shoemaker?

The shoemaker looked around at his shop, which was in the front of his house. He had very few supplies left to make new shoes.³ 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 and moved to the poorhouse with his wife.⁴ He carefully cut out the pieces he needed and set them on his work table. But he was too tired to work, so he yawned, kissed his wife goodnight, and went to bed.⁵



◀ Show image 6A-3: New pair of shoes

- 6 Wow! Where do you think the finished shoes came from?

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 short. He rubbed his eyes again. There, on his work table, where he'd left the pieces of shoe leather the night before, was a perfectly assembled pair of shoes.⁶

The shoemaker picked up a shoe. The stitching was neat and attractive. The shoe was 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.



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

Just then, a gentleman walked by. He stopped at the window and peered in. 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.

The shoemaker accepted the money graciously.⁷ 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 and was pleased when two men walked in within minutes and offered double the normal price for the two pairs of shoes.

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.

7 or with thanks

8 What do you think will happen?

9 Were your predictions correct?



10 Now he had a lot of money!

11 What or who do you predict they'll see?



12 Elves are small magical characters or fairies.

13 Is this what you predicted?



14 or pants

Again, he cut out the leather and went to bed.⁸ And, in the morning he found four new pairs of shoes.⁹ 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.

◀ **Show image 6A-6: Bustling shop with rich shoemaker**

This went on and on and on until the shoemaker had sold so many pairs of shoes that he became a very **rich** man.¹⁰ 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.¹¹

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

At about midnight, they saw two little **elves** enter the shop.¹² The elves were wearing old, worn-out clothes, with holes in the elbows and knees. 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.¹³

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 clothes. 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.¹⁴ She made two little pairs of suspenders and 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 elf friends would react when they saw their presents.¹⁵

15 How do you think the elves will react?



← Show image 6A-9: Elves

16 Do you think *thrilled* means really happy or really sad?

At midnight, the two elves entered the shop. They saw their new clothes and looked **thrilled** to pieces.¹⁶ They quickly put everything on. Then they danced together.

17 or fancy

“We are two fine¹⁷ 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

15 minutes

Comprehension Questions

10 minutes

1. *Literal* Who are the main characters in this story? (the shoemaker, his wife, the elves) What is the setting of this story, or where does it take place? (the shoemakers’ shop)
2. *Literal* What material does the shoemaker use to make his shoes? (leather)
3. *Literal* The shoemaker leaves his last scrap of leather on his work table before going to bed one night. What does he find on his work table when he wakes up? (a pair of stylish shoes)
4. *Inferential* How can you tell the shoemaker is excited after he sells the shoes? (He clicks his heels and kisses his wife.)
5. *Inferential* Why had the once-successful shoemaker become poor? (He wasn’t making the style or kind of shoes people liked, so they stopped buying his shoes.)

6. *Inferential* What does the shoemaker's wife do for the elves? (She makes new clothes and shoes for them because their clothes are worn and they don't have shoes.) Why do you think she does this? (She wants to thank them for their help.)
7. *Inferential* Why do the elves stop making the shoes? (They think they look like fine gentlemen who don't need to work.)

[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 neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

8. *Evaluative Think Pair Share:* We have heard a lot of read-alouds about things that really happened in typical towns long ago. Could this story have really happened? Why or why not? (Answers may vary.)

Word Work: Thrilled

5 minutes

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.
3. If you are thrilled, you are very excited or happy.
4. Mark was thrilled to go to the baseball game with his father.
5. Have you ever 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 once when . . ."]
6. What is the word we've been talking about?

For follow-up, have students talk about times when they have felt thrilled. Make sure that they use the word *thrilled* as they share.



Complete Remainder of the Lesson Later in the Day



The Elves and the Shoemaker

6_B

Extensions

15 minutes

Student Choice

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,” or “The Bread Makers: Millers and Bakers”, “The Cloth Makers: Spinners and Weavers,” or “Dressmakers, Tailors, Hatters, and Cobblers”) or today’s 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.



Pausing Point

PP

Note to Teacher

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

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 modern family life and colonial family life
- ✓ Describe some features of colonial towns, such as a town square, shops, and adjacent buildings
- ✓ Explain that tradespeople have an occupation and expertise in a particular job
- ✓ Name the different kinds of tradespeople found in a colonial town
- ✓ Identify reasons why people who lived in the country traveled to town

- ✓ Identify corn and wheat as the original plant products needed to make flour
- ✓ Describe the miller and the baker in a colonial town
- ✓ Identify, and associate with the appropriate trade, the tools used by millers and bakers
- ✓ Explain how the tradespeople in colonial towns saved farming families time and effort
- ✓ Describe what working in a water mill was like
- ✓ Identify cotton, flax, and wool as the original plant or animal products needed to make cloth
- ✓ Describe spinners and weavers in a colonial town
- ✓ Identify, and associate with the appropriate trade, the tools used by spinners and weavers
- ✓ Describe the process of making cloth from cotton or wool
- ✓ Describe dressmakers, tailors, hatters, and cobblers in a colonial town
- ✓ Identify, and associate with the appropriate trade, 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 order according to the exact measurements of each person
- ✓ Demonstrate familiarity with “Baa, Baa, Black Sheep,” and “Pat-a-Cake”

Student Performance Task Assessment

10 Tradespeople Assessment (Instructional Master PP-1)

Directions: I am going to read several sentences. After I read the sentence, I will identify the pictures in each row and you will circle the picture that best relates to the sentence. Let's do number one together.

1. This person planted and harvested crops that were used to make bread and clothing. **Wheat/Farmer/Cotton** (farmer)
2. The miller made this by grinding wheat or corn. **Yarn/Flour/Cloth** (flour)
3. This tradesperson made bread. **Farmer/Corn/Baker** (baker)
4. The baker made this by mixing flour with yeast and water, kneading the dough, and putting it in the oven. **Wheat/Corn/Bread** (bread)
5. The farmer sheared this off his sheep. **Wool/Yarn/Wheat** (wool)
6. The spinner made this by twisting cotton, flax, or wool. **Bread/Wheat/Yarn** (yarn)
7. The weaver made this on a loom from strands of yarn. **Yarn/Flour/Cloth** (cloth)
8. The dressmaker and tailor sewed this to make clothes. **Cloth/Corn/Yarn** (cloth)
9. This tradesperson made shoes. **Cobbler/Farmer/Baker** (cobbler)

Activities

Image Card Review

Materials: Image Cards 1–10

In your hand, hold 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 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

Show the images from any read-aloud again, and have students retell the read-aloud using the images.

Bread/Clothing Sort

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

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: baker, dressmaker, cloth makers, tailors, hatters, or cobblers. Before opening up to interactive exploration, show students the tools one by one, using them to review domain vocabulary and concepts learned. For example, the seamstress’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 play dough 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.

Playdough

(Advance preparation required)

In a 1-1/2 quart saucepan cook over medium heat: 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 airtight container in refrigerator.

Domain-Related Trade Book

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

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,” or “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

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.

Key Vocabulary Brainstorming

Materials: Chart paper, chalkboard, or whiteboard

Give the students a key domain concept or vocabulary words such as *town* and *country*. Have them brainstorm everything that comes to mind when they hear the words, such as, “houses were far apart in the country; there were many shops in the town; there were expert tradespeople in the town; everyone had to make their own goods in the country;” etc. Record their responses on chart paper, a chalkboard, or a whiteboard for reference.

Riddles for Core Content

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 grindstones 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

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

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

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 Introduction for one that features colonial crafts and recipes for additional ideas.

Churn Butter

Each student will churn their own serving of butter (or you could lead the class in making one batch as a whole group activity). For each student, you will need: a small, clean baby food jar (or small disposable plastic container with lid) and heavy cream. Fill each jar halfway with heavy cream and screw the lid on tight. Shake the jar up and down until the cream thickens and begins to stick together. Serve with crackers.

Colonial Spoon Dolls

Each student will make their own colonial spoon doll (or you could lead the class in making one as a whole group activity). For each doll, you will need: a wooden spoon (plastic spoons will work), scraps of fabric for clothing, yarn for hair, and a marker to draw on a face. Draw the face on the back of the spoon, then glue fabric clothes and yarn hair to finish. Use spoon dolls as puppets.



The House Builders

Bricklayers, Masons, and Carpenters

7

✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Describe the bricklayer, mason, and carpenter in a colonial town
- ✓ Identify, and associate with the appropriate trade, the tools used by bricklayers, masons, and carpenters

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, describe the connection between the tradespeople in the read-aloud who built houses in colonial times (RI.K.3)
- ✓ Orally compare and contrast the tradespeople in the read-aloud (bricklayers, masons, and carpenters) (RI.K.9)
- ✓ With assistance, categorize and organize facts and information from “The House Builders: Bricklayers, Masons, and Carpenters” (W.K.8)
- ✓ Describe familiar objects, such as a board, a hammer, and nails and, with prompting and support, provide additional detail (SL.K.4)
- ✓ Explain the meaning of “better safe than sorry” and use in appropriate contexts (L.K.6)

- ✓ Distinguish the read-aloud “The House Builders: Bricklayers, Masons, and Carpenters,” which describes events that happened long ago, from one that describes contemporary or current events
- ✓ Discuss personal responses to what materials their homes are built with and connect those to the tradespeople in “The House Builders: Bricklayers, Masons, and Carpenters”

Core Vocabulary

chisel, n. A pointed tool used with a hammer to shape stone, wood, or metal

Example: The mason used a chisel to chop the large stone into smaller bits.

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 fasten 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. Acting or waiting without rushing or urgency


Example: I walked patiently beside my mom even though I really wanted to run!

Variation(s): none

trowel, n. A flat tool used for spreading mortar

Example: It’s important to clean your trowel before the mortar dries and sticks to it.

Variation(s): trowels

| <i>At a Glance</i> | Exercise | Materials | Minutes |
|--|--|--|----------------|
| <i>Introducing the Read-Aloud</i> | What Do We Know? | Image Card 20; large stone; brick; block of wood | 10 |
| | Purpose for Listening | | |
| <i>Presenting the Read-Aloud</i> | The House Builders: Bricklayers, Masons, and Carpenters | | 10 |
| <i>Discussing the Read-Aloud</i> | Comprehension Questions | | 10 |
| | Word Work: Patiently | | 5 |
|  Complete Remainder of the Lesson Later in the Day | | | |
| <i>Extensions</i> | Sayings and Phrases: Better Safe Than Sorry | | 15 |
| | On Stage | large stone; brick; block of wood | |
| <i>Take-Home Material</i> | Family Letter | Instructional Master 7B-1 | |



The House Builders

Bricklayers, Masons, and Carpenters

7A

Introducing the Read-Aloud

10 minutes

What Do We Know?

Show students a large stone, a brick, and a block of wood. Tell students that these three materials were used by tradespeople to build houses, fences, and walls in Colonial America. Explain that many years ago, there were tradespeople who were experts in using each of the three materials: those who worked with stone were called masons; those who worked with brick were called bricklayers; and those who worked with wood were called carpenters. Show image 7A-7, and tell students that the picture on the left shows an example of a colonial house.

Tell students that people who build houses today still use these materials. Show Image Card 20, and explain that today we sometimes call all of these tradespeople construction workers. Show image 7A-7 again, and tell students that the picture on the right is an example of a modern house like those they might see today. Discuss the parts of the house that are made with stone, brick, and wood, as well as which tradesperson would have built each portion of the house. Ask students if their homes are made with any of these materials.

Purpose for Listening

Tell students to listen carefully to learn more about the tools bricklayers, masons, and carpenters used.



The House Builders: Bricklayers, Masons, and Carpenters

◀ Show image 7A-1: Bricklayer

In Colonial American towns, most people built their own homes with the help of their neighbors. However, townspeople who were wealthy could hire tradespeople who had particular expertise in building. There were three types of tradespeople who helped build houses in colonial times, and who still build houses today: the bricklayer, the mason, and the carpenter.

The bricklayer builds walls and houses using bricks.¹ Bricks are made from clay—extremely fine, red soil that comes from the earth. A long time ago, people discovered that if you mixed clay with a little water, shaped it into a block, and then baked it in the hot sun, it would dry out and harden into a solid brick.

In this picture, you can see a bricklayer laying bricks the way it was done three hundred years ago. He is using a special tool called a **trowel**² to spread the **mortar**. Mortar is a really gooey, sticky material made of sand, water, and a type of crushed rock called lime. Once the bricklayer has spread the mortar evenly with his trowel, he will add another brick to the wall. If the bricklayer is good at his trade, his wall will be straight and strong and will last for many years.

1 [Hold up the brick as you read about it.]

2 [Point to the trowel in the picture.]

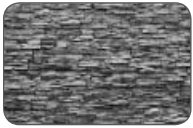


◀ Show image 7A-2: Stone chimney

A stonemason, or **mason** for short, builds walls and houses with stones.³ Like the bricklayer, the mason can use mortar to stick stones together. Can you see the mortar in the spaces between the stones in this chimney?⁴ While bricks are mostly the same size and shape, stones come in all shapes and sizes. The mason has to be careful to make sure that each piece fits together closely with the pieces next to it.

3 [Pick up the stone as you read about it.]

4 [Point to the mortar between the stones in the picture.]



← **Show image 7A-3: Stone wall**

5 [Trace the outlines of the stones in the picture with your finger.]

6 A chisel is a pointed tool used with a hammer to break off edges of stones. *Patently* means acting without rushing. Why did the mason have to reshape the stones patiently?

Can you see how the stones in this wall have been carefully fitted together, like pieces in a puzzle?⁵ To be able to fit the stones together so well, the mason had to chip away at them with a hammer and a sharp **chisel**, **patiently** reshaping the stones so that each one would fit perfectly into its space alongside the others.⁶ In fact, these stones were fitted together so well that the mason did not need to use mortar to keep them in place.

In an old colonial town, many masons were asked to build the foundations of houses. The foundation is the bottom or base of the house, the lowest part on which the rest of the house stands. The stones in the foundation must fit together snugly so that they never move or crack. The stones on each of the corners of the house, called cornerstones, are especially important. Strong cornerstones make a strong foundation—which makes a sturdy house that won't fall down!



← **Show image 7A-4: Board, hammer, nails**

7 [Pause for responses.]

8 [Pause for responses.]

Finally, can you tell what other material is used to build houses?⁷ That's right: wood. And who works with wood?⁸ Yes—the carpenter.

Most carpenters begin with a diagram, or drawing, of what they plan to build. The diagram tells the carpenter how long, how wide, and how thick each wooden board needs to be, and it shows how the pieces need to be fitted together. Sometimes, to save money and time, instead of using smooth wooden boards, carpenters would use rough logs to build houses.



← **Show image 7A-5: Carpenter measuring**

9 [Point to the ruler in the picture.]

The carpenter uses a lot of special tools. This picture shows a carpenter measuring a board with a special kind of ruler, called a square,⁹ that's good for measuring angles and straight edges. The carpenter makes a mark on the board with a pencil to show him where to cut. Carpenters have to be careful to get their measurements exactly right; otherwise, if they cut the wrong-sized

piece of wood, or cut it at the wrong angle, the pieces will not fit together correctly and the house will not stand up properly.

Most good carpenters measure their boards twice before cutting, just to make sure that they have marked the exact, right place. That's why carpenters have a saying: "Measure twice; cut once." It's basically to remind themselves to double-check their measurements before cutting. Once they cut a board, they can't uncut it!

Once the carpenter has cut the boards to the sizes he needs with his saw, he fastens them together with his hammer and nails. Then, he uses a tool called a level to check and make sure that everything is straight and even.¹⁰

10 So, what are some of the tools a carpenter uses?



◀ **Show image 7A-6: Frame of house**

When a carpenter builds a house, he builds from the ground up. He begins by building the frame of the house. The frame gives the house its shape and holds everything together.¹¹ The frame holds up the walls, the roof, the doors, and the windows.

11 like your skeleton gives your body its shape

If the carpenter does his job well, the end result will be a beautiful house that keeps rain and wind out for years and years. We know that many early American house builders were true experts at their trades because many of their buildings are still standing today, as straight and tall as ever.



◀ **Show image 7A-7: Colonial house and modern house**

Although we sometimes call them construction workers, bricklayers, masons, and carpenters still work together to build today's homes. Like colonial homes, modern homes can have parts that are built of brick, stone, and wood. But unlike colonial tradespeople, the tradespeople of today use electric power tools to make their work much easier to accomplish.

Comprehension Questions

10 minutes

1. *Literal* Which tradesperson builds using bricks? (bricklayer)
2. *Inferential* What kinds of tools and other materials does a bricklayer use? (a trowel, mortar, bricks) How does a bricklayer build a house or wall with bricks? (spreads mortar on bricks with a trowel; makes one row at a time, then adds another row when mortar dries)
3. *Literal* Which tradesperson builds houses or walls using stones? (mason or stonemason)
4. *Inferential* What kinds of tools or other materials does a stonemason use? (a chisel, a hammer, stones, and maybe a trowel and mortar) Tell me how a mason builds with stones. (chips and shapes stones with a chisel and hammer; fits them together like a puzzle)
5. *Literal* Which tradesperson builds objects using wood? (carpenter)
6. *Inferential* Carpenters don't use mortar. How do they fasten, or attach, pieces of wood together? (with a hammer and nails)
7. *Inferential* Carpenters have a saying: "Measure twice; cut once." What does that mean? (It means to measure twice before cutting so you won't waste time and materials.)

[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 neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

8. *Evaluative Think Pair Share:* Do you remember the story of the "Three Little Pigs" you heard in *Stories* domain? What were their houses built out of? (straw, sticks, and bricks) If you could choose to have your house built with brick, stone, or wood, which would you choose? Why? (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.]

Word Work: Patiently

5 minutes

1. In the read-aloud you heard, "To be able to fit the stones together so well, the mason had to chip away at them with a hammer and a sharp chisel, *patiently* reshaping the stones so that each one would fit perfectly into its space alongside the others."
2. Say the word *patiently* with me.
3. *Patiently* means waiting or doing something without rushing or hurrying.
4. If you are quietly waiting for your turn to play, without pushing or complaining, you are waiting patiently.
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've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to read some scenarios about people. 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. a driver who honks the car horn and yells because the car in front of him is going slowly (That person is not waiting patiently.)
2. a driver who lets another car go ahead of him before turning into a parking lot (That person is waiting patiently.)
3. a boy standing quietly in a long line of people at the grocery store, while telling jokes to his mom (That person is waiting patiently.)
4. a girl who grabs a toy out of her friend's hands because she wants to play with it right away (That person is not waiting patiently.)

5. a girl who says, “Let me know when you’re finished playing with that toy” and sits quietly nearby (That person is waiting patiently.)



Complete Remainder of the Lesson Later in the Day



The House Builders

Bricklayers, Masons, and Carpenters

7_B

Extensions

15 minutes

Sayings and Phrases: Better Safe Than Sorry

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 the saying. Remind students about the meanings of the words *safe* and *sorry*. Tell students that carpenters say, “Measure twice; cut once” because they would rather be safe and double-check their measurements than be sorry by cutting wood in the wrong place. Explain that “better safe than sorry” is another way of saying that it is better to be prepared for something than not to be prepared, because you may be sorry about the way it turns out.

Tell students that the next time their moms ask them to put on a jacket, saying, “It might get cold,” they could respond, “Better safe than sorry.” Ask students if they can think of times when they or someone they know was sorry because he or she wasn’t prepared. Ask two to three students to provide examples using the saying. Any day that your class has to prepare for an event that is unpredictable, be sure to use the saying.

On Stage

Tell students that you will all pretend to be bricklayers, stonemasons, and carpenters; together you will pretend to build a house. This activity is best done in a large space so students

can visualize the house you are building. Tell students that you will use the stone, the brick, and the block of wood as signals that it is time for everyone to switch roles. Tell students that the first thing you'll need to do is lay the foundation. Lay the stone on a table. Tell students that when they see a stone they should call out "mason" and proceed to act like one. Walk them through building the foundation, with comments like the following:

- Let's all pick up a stone. Which one should be the cornerstone?
- Let's mix the mortar in this bucket.
- Let's spread mortar on this stone and set this one on top.
- This stone won't fit. Let's use our hammer and chisel to chip off the edges.

Then set the block of wood on the table and wait for students to call out, "carpenter." Tell students that it is time to frame out the house. Walk them through framing the house, with comments like the following:

- Pick up a piece of lumber and measure out four feet.
- Let's measure it again.
- Let's take our saw and cut the wood.
- Now let's hold two beams together and hammer a nail in the corner.
- Let's hammer nails into all of these beams to make a square.
- Now let's add more lumber to frame out the doors and windows.

Then set the brick on the table and wait for students to call out, "bricklayer." Tell students that it is time to build the walls and chimney of the house. Walk them through building walls, with comments like the following:

- Let's mix up some mortar again. What should we add? (lime, sand, water)
- Everyone pick up a trowel.
- Take a brick and spread the mortar with the trowel.
- Stack the bricks in a row.

- Now stack the bricks on top of that row; make sure that the middle of your brick covers the edges of the bricks below.

If time permits, you can put on the roof as carpenters, nailing the wooden shingles in place. Throughout this activity, be sure to encourage students to talk about their work using domain-related vocabulary. Expand upon their answers with increasingly complex language.

Take-Home Material

Family Letter

Send home Instructional Master 7B-1.



The Blacksmith

8

✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Describe a blacksmith in a colonial town
- ✓ Identify, and associate with the appropriate trade, the tools used by blacksmiths
- ✓ Explain the essential role of the blacksmith in making tools for other 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, discuss the materials used to make homes in Colonial America from the previous read-aloud and connect those to the tradesperson in “The Blacksmith” (RI.K.3)
- ✓ Orally compare and contrast blacksmiths and other colonial tradespeople (RI.K.9)
- ✓ Ask questions beginning with *where* (L.K.1d)
- ✓ Identify new meanings for familiar words, such as *iron*, and apply them accurately (L.K.4a)
- ✓ Prior to listening to “The Blacksmith,” orally predict what will happen in the read-aloud based on text heard thus far, and then compare the actual outcome to the prediction

Core Vocabulary

essential, *adj.* Necessary and important

Example: Water and sun 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: The fire in the forge makes the blacksmith's shop hot.

Variation(s): forges

horseshoes, *n.* Curved pieces of iron that are nailed to the bottom of horses' hooves to protect them


Example: The horse's horseshoes made a clicking sound on the road.

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's hard and shiny.

Variation(s): metals

| <i>At a Glance</i> | Exercise | Materials | Minutes |
|--|---|--|----------------|
| <i>Introducing the Read-Aloud</i> | Making Predictions about the Read-Aloud | | 10 |
| | Purpose for Listening | | |
| <i>Presenting the Read-Aloud</i> | The Blacksmith | iron object, like a skillet or fireplace tools | 10 |
| <i>Discussing the Read-Aloud</i> | Comprehension Questions | | 10 |
| | Word Work: Essential | | 5 |
|  Complete Remainder of the Lesson Later in the Day | | | |
| <i>Extensions</i> | Multiple Meaning Word: Iron | Poster 5M: Iron; iron | 15 |
| | Syntactic Awareness Activity: Question Word: Where | | |



The Blacksmith

8_A

Introducing the Read-Aloud

10 minutes

Making Predictions about the Read-Aloud

Review the previous read-aloud, highlighting the three materials used to make houses in Colonial America. Ask students to identify the tradesperson who used each of these materials when doing his work. Then say, “We’ve learned so far how all the tradespeople in a town were important in their own ways—everyone had a special job to do. But there was one person who made it possible for many of these people to do their jobs.”

Ask students to make predictions about what kind of job could help everyone else do theirs well. If students need prompting, ask students to identify what the tradespeople need to do their jobs, getting them to identify the concept of tools, and encourage them to make predictions about what kind of tradesperson could help other tradespeople get their tools.

Purpose for Listening

Tell students to listen to see if their predictions are correct.

The Blacksmith



← Show image 8A-1: Blacksmith shop and metal objects¹

- 1 [Point to the picture of the blacksmith's shop and ask students to describe what they see.]
- 2 Were your predictions correct? Listen to all the things blacksmiths made, and try to guess what they're made of.
- 3 or the curved pieces of metal nailed to horses' feet to protect them
- 4 Do you know what any of these things are made of?

Blacksmiths were some of the most important tradespeople in town because they made all the tools people needed to do their jobs.² They made chisels for masons, and hammers and nails for carpenters and cobblers. They made household items like kettles, cooking pots, candleholders, and other utensils. They also made **horseshoes**,³ hinges, knives and swords, locks and keys, and much more.⁴ You'd be surprised at the number of things people used in everyday life that came out of the blacksmith's shop!



← Show image 8A-2: Blacksmith iron

- 5 Metal is a hard, shiny material that can conduct—or carry—heat and be melted and reshaped.
- 6 [Show the iron object you brought in.]

To do his work, a blacksmith needed five basic things. He needed some **metal** to work with, something to heat the metal in, something to move the hot metal from one place to another, something to put it on, and something to hit it with.⁵ Blacksmiths in early America worked mostly with iron. Iron is a very strong metal, but when it is heated in a fire, it becomes soft and pliable. That means it can be shaped into whatever shape the blacksmith wants.⁶



← Show image 8A-3: Red-hot coals

- 7 or a blacksmith's oven or fireplace

To heat the iron, a blacksmith used a special oven, or fireplace, called a **forge**.⁷ Most forges were simply open fire pits, like the ones in the first picture, so that the blacksmith could work closely and easily with the metal he put in the fire. The most important thing was that the fire burned *hot*—so hot that it could melt metal.



← Show image 8A-4: Blacksmith working on an anvil

Once his forge was hot enough, the blacksmith would put a piece of iron in it. Because the forge was so hot, he had to use tongs. Tongs have two long metal arms connected by a hinge.

8 You may have tongs in your kitchen to pick up food.

9 They were both necessary and important—he couldn't do his job without them!

By squeezing the two arms together, you can grab things without using your own hands.⁸ You can see the blacksmith using tongs in this picture. Tongs were an **essential** tool for the blacksmith—almost like a second pair of hands for him!⁹

The blacksmith would leave the iron in the forge until it was red hot, meaning that it actually got so hot that it turned bright red in the fire. Then he'd pull it out, using his tongs again, to keep from burning his hands.

After quickly removing the red-hot piece of iron from the fire, he placed it on the anvil, and started to bang away at it with his hammer. In this picture you can see the anvil—the big block of metal on which the blacksmith shaped the iron. The blacksmith had to work quickly, because the metal was only soft and pliable when it was red-hot. Once the iron cooled, it would harden.



◀ **Show image 8A-5: Blacksmith shaping a red-hot horseshoe**

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. He could bend it and mold it into special shapes. In this picture you can see how the blacksmith is shaping a horseshoe. When he was happy with the size and shape of whatever he was making, the blacksmith would let the iron cool off, sometimes by plunging it into a bucket of cold water, and it would harden.¹⁰

10 What would make the iron harden faster, leaving it out in the air or plunging it into the cold water? Why?

Because a blacksmith lifted hammers and heavy iron pieces all day long, he was usually one of the strongest, toughest men in town. A blacksmith probably had more than his share of scars and burns from the hot metal he handled every day.



◀ **Show image 8A-6: Blacksmith tools**

Blacksmiths were often thought of as clever and resourceful people, meaning they were able to figure out how to fix things and make things work. If a person needed a special tool for a special job, chances were the local blacksmith could figure it out and make whatever was needed.

Is anyone wondering where the name *blacksmith* came from? Well, the word *smith* comes from the word *smite*, which is another



word for *hit*. And, iron is black, so a blacksmith is a person who smites, or hits, black metal for a living.

← **Show image 8A-7: Modern metallurgy**

Today, machines do the work of blacksmiths, melting iron in large pots and pouring the hot metal into molds, or shapes. For example, there is a mold for horseshoes. The good thing about using a mold is that no one gets burned and all the horseshoes come out the same. But we still appreciate the handmade ironwork of the blacksmiths from years ago. No town in early America was without a blacksmith; he was *the* essential tradesperson in every town.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

1. *Evaluative* Were your predictions correct about the job that helped everyone else do their jobs? Why or why not? (Answers may vary.)
2. *Literal* What kind of metal do blacksmiths work with? (iron)
3. *Literal* Metal is hard. How is a blacksmith able to bend iron into different shapes? (He heats it in a forge first until it is very hot and soft.)
4. *Inferential* What are the different steps that the blacksmith used to make a horseshoe? We will go through each step together. First, start out by telling me about the forge. (He lit a fire in the forge and heated up a piece of metal.) Next, tell me what the blacksmith did next with the tongs, the anvil, and the hammer. (He picked up hot metal with tongs, set it on an anvil, and banged on it with a hammer.) Last, how did he cool the hot iron quickly so that it would harden? (He plunged it into a cold bucket of water.)
5. *Inferential* Why was a blacksmith so important to the people in a colonial town? (He made the tools for everyone else.)

[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 neighbor and

discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

6. *Evaluative Think Pair Share:* The read-aloud said that the blacksmith was one of the most important tradespeople in town because he made tools for everyone else. Which tradesperson do you think is most important? Why? (Answers may vary.)
7. 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

5 minutes

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) and important.
4. Practice is essential if you want to get better at a task, such as reading or playing soccer.
5. Tell me 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 students' responses: "_____ is essential to me because . . ."]
6. What is the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to name some objects. If you think the object is essential to a blacksmith's work, say, "That is essential." If you don't think the object is essential to a blacksmith, say, "That is not essential."

1. forge (That is essential.)
2. tongs (That is essential.)
3. horses (That is not essential.)
4. cotton (That is not essential.)
5. anvil (That is essential.)



Complete Remainder of the Lesson Later in the Day



The Blacksmith

8_B

Extensions

15 minutes

↔ Multiple Meaning Word Activity

Sentence in Context: Iron

1. [Show Poster 5M: Iron.] In the read-aloud you heard, “Blacksmiths in early America worked mostly with *iron*.” Iron is a strong metal that becomes soft when it is heated with fire. [Have students hold up one or two fingers to indicate which image on the poster shows this meaning.]
2. *Iron* can also mean other things. An iron is a tool with a flat metal base that is heated and used to press wrinkles out of clothing. [Have students hold up one or two fingers to indicate which image on the poster shows this meaning.]
3. *Iron* can also mean when a person removes wrinkles in clothing by using a heated tool. [Have students hold up one or two fingers to indicate which image on the poster shows this meaning.]
4. Now with your neighbor, make a sentence for each meaning of iron. Try to use complete sentences. I will call on some of you to share your responses. [Call on a few students to share their answers.]

↔ Syntactic Awareness Activity

Question Word: Where

Directions: Today we are going to practice answering questions that use the question word *where*.

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.

1. We ask questions by using question words. When people ask a question using the question word *where*, they are asking a question about place.



← **Show image 8A-1: Blacksmith shop and metal objects**

2. Look at this picture and answer my question using a complete sentence. *Where* are the men working in this picture? [Allow students to respond and then restate student responses for proper sentence structure.] (The men are working *in the blacksmith shop*.)
3. Which word in the question let you know that my question was about the place in the picture? (where)
4. Now, repeat the question after me. That means you say what I say. Where are the men working in this image? [encourage students to repeat the question] Now, repeat the answer after me. The men are working in the blacksmith shop. [encourage students to repeat the answer] Remember, *where* is a question word used to ask questions about place.



← **Show image 5A-9: Modern department store**

5. Look at this picture and answer my question using a complete sentence. *Where* is the woman in this picture? [Allow students to respond and then recast student responses for proper sentence structure.] (The woman is *in a clothing store*.)
6. Which word in the question let you know that my question was about the place in the picture? (where)
7. Now, repeat the question after me. That means you say what I say. *Where* is the woman in this picture? [encourage students to repeat the question] The woman is in a clothing store. [encourage students to repeat the answer] *Where* is a question word used to ask questions about place.



← **Show image 5A-5: Tailor**

8. Look at this picture and answer my question using a complete sentence. *Where* are the people in this picture? [Allow students to respond and then recast student responses for proper sentence structure.] (The people are in the tailor's shop.)
9. Which word in the question let you know that my question was about the place in the image? (where)

10. Now, repeat the question after me. Where are the people in this picture? The people are in the tailor's shop. *Where* is a question word used to ask questions about place.
11. Now with your partner, ask a question using the question word *where*. Remember to use complete sentences. I will call on some of you to share your responses. [Call on three or four students to share their answers.]



The Little Gray Pony

9

✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Identify reasons why people who lived in the country traveled to town
- ✓ Describe the different kinds of tradespeople in a colonial town
- ✓ Identify, and associate with the appropriate trade, the tools used by colonial tradespeople
- ✓ Explain the necessity of heating objects before a 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, retell the story “The Little Gray Pony,” including the characters, setting, and plot, and events of the story in proper sequence (using narrative words *first*, *next*, *later*, and *finally*) (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)

- ✓ Demonstrate understanding of frequently occurring verbs and adjectives, such as *merry* and *downcast*, by relating them to their opposites (antonyms) (L.K.5b)

Core Vocabulary


coal, n. A black, soft stone that, when burned, creates heat
Example: Old-fashioned trains used to burn coal to run their engines.
Variation(s): coals

downcast, adj. Sad
Example: I was feeling downcast because I was moving away from all of my friends.
Variation(s): none

haste, n. A rush or hurry
Example: I scribbled the rest of my picture in haste, instead of carefully coloring it, because it was time to go home.
Variation(s): none

merry, adj. Happy and jolly
Example: I loved the music so much that I sang along in a merry voice.
Variation(s): merrier, merriest

miner, n. A tradesperson who digs into the ground for valuable minerals, like coal or gold
Example: The miner struck something hard under the dirt with his pickax.
Variation(s): miners

| At a Glance | Exercise | Materials | Minutes |
|--|--|-----------|---------|
| Introducing the Read-Aloud | Essential Background Information or Terms | | 10 |
| | Purpose for Listening | | |
| Presenting the Read-Aloud | The Little Gray Pony | | 10 |
| Discussing the Read-Aloud | Comprehension Questions | | 10 |
| | Word Work: Merry and Downcast | | 5 |
|  Complete Remainder of the Lesson Later in the Day | | | |
| Extensions | Image Review | | 15 |
| | On Stage | | |



The Little Gray Pony

9_A

Introducing the Read-Aloud

10 minutes

Essential Background Information or Terms

Review the previous read-aloud about the blacksmith, highlighting the tools that were essential to the blacksmith's trade. Review the role of the forge, and the importance of fire in heating the metal. Ask, "You might start a fire with a match, but what else do you put in the fireplace to keep the fire burning?" (Answers may vary.)

Tell students that one way to make fire burn for a long time is to use coal. Show students image 8A-3 (hot coals). Explain that when coal is lit, it burns for a long time.

Purpose for Listening

Tell students to listen to a fictional story about a tradesperson who provides coal.



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 dewdrops¹ were still hanging on the pink clover² in the meadows, and the birds were singing their morning song, the man would jump on his pony and ride away, *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!³

The man rode to town and to country,⁴ to church and to market, uphill and downhill; and one day he heard something fall with a *clang* on a stone in the road. 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?"

◀ Show image 9A-2: Man behind the pony

Then down he jumped, in a great hurry, and looked at one of the pony's forefeet; but nothing was wrong.⁵ He lifted the other forefoot, but the shoe was still there. He examined one of the hindfeet,⁶ and began to think that he was mistaken; 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!"⁷

1 or little drops of water

2 a type of flower

3 What do you think *merry* means?

4 What is the country?



5 forefeet are the horse's front feet

6 What do you suppose hindfeet are?
(back feet)

7 Why is the man upset that one of the pony's horseshoes has fallen off? What does a horseshoe do?
[Explain that with one shoe off the pony can start to limp and become lame.]



← **Show image 9A-3: Man talking to blacksmith**

8 or hurried

9 [Use different voices for the man and the people he talks to, to distinguish the characters from each other and the narration.]

10 To *shoe* means to put the horseshoe on the horse. Coal is a soft, black stone that, when burned, gives off a steady, lasting heat.

11 What do you think *downcast* means?

12 Where would you go to buy something?

Then he made **haste**⁸ to go to the blacksmith, and when he saw the smith, he called out to him:⁹

“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?”¹⁰

The man was **downcast** when he heard this;¹¹ but he left his little gray pony in the blacksmith’s care, while he hurried here and there to buy the coal.¹²



← **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.”

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**

13 Why might the farmer be coming to town?

By and by he met a farmer coming to town with a wagon full of good things;¹³ and he said:

“Farmer! Farmer! I’ve come to you;

14 Do you think the farmer will have coal?

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."¹⁴
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."

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."¹⁵

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."

15 Do you think the miller will have coal? What would the miller have?



16 or sadly

◀ **Show image 9A-7: Man on rock, and woman approaching**

Then the man turned away sorrowfully¹⁶ 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 very old 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;¹⁷ and she said:

17 She’s laughing because she knows who has the coal. Do you have any ideas?



“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 old 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 wear a lamp on the front of his cap to light him at his work! He had plenty of black coal ready and gave great lumps of it to the man, who took them in haste to the blacksmith.¹⁸

18 What is haste?



◀ **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 fastened¹⁹ them on with a *rap!* and a *tap!* Then away rode the man on his little gray pony, *clippety, clippety, clap!*

19 Remember, *fastened* means to attach, so he put them on.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

1. *Inferential* Why does the pony make a *clippety, clippety, clap* sound when it walks? (Its horseshoes are hitting against the surface of the road.)
2. *Inferential* Where and why did the man go when he noticed his pony was missing a shoe? (to the blacksmith, because blacksmiths make horseshoes; horseshoes protect the pony’s hooves.)
3. *Literal* Why couldn’t the blacksmith make the pony a new horseshoe? (He had no coal to make a fire.)

4. *Evaluative* Why did the man leave his pony at the blacksmith's shop instead of riding him when he went to go find coal? (He didn't want to take the pony with him, because the pony might hurt its hoof by walking without a horseshoe.)
5. *Evaluative* What do you think might happen to a pony or horse if it continued to walk without a horseshoe? (Its hoof would get sore; the pony might start to limp, or injure its leg.)
6. *Literal* Which tradesperson did he meet when he went to the store? (storekeeper) What did the storekeeper have? (apples and candy)
7. *Inferential* Which tradesperson did he meet on the road? (farmer) What did the farmer have? (corn, hay, and wheat)
8. *Inferential* Which tradesperson did he meet next? (miller) What did the miller have? (flour)
9. *Inferential* Which tradesperson did the old woman tell the man he needed to find? (miner) What did the miner give the man? (coal)
10. *Evaluative* The little gray pony only lost one shoe. Why do you think the blacksmith made him four new ones instead of just one? (Answers may vary but might include that he might injure his leg or hoof if he wasn't balanced.)

[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 neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

11. *Evaluative Think Pair Share:* Remember, the miner gave the man coal when no one else could. We heard in the last read-aloud that the blacksmith was one of the the most important tradespeople in town, but if he needs coal to do his job, do you think that the miner would be the most important? [Lead the students in a discussion of how each job is unique and important depending on the need or the situation.] Which trade would you have liked to do and why? (Answers may vary.)
12. 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: Merry and Downcast

5 minutes

1. In the read-aloud you heard, “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!”
2. Say the word *merry* with me.
3. *Merry* is another word for happy.
4. Monique was merry on her birthday and celebrated the special day with all of her friends.
5. Tell me about a time when you or someone you know was merry. Use the word *merry* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I was merry when . . .”)
6. What is the word we’ve been talking about?

Use an *Antonyms* activity for follow-up. Directions: The opposite of *merry* is *downcast*, or sad. If you think the event I describe would make you merry, say, “That would make me feel merry.” If you think the event I describe would make you downcast, say, “That would make me feel downcast.”

1. Your ice cream cone melted and you had to throw it away. (That would make me feel downcast.)
2. Your mom said you could go to a friend’s house. (That would make me feel merry.)
3. Your cat was sick. (That would make me feel downcast.)
4. You got a new bicycle. (That would make me feel merry.)
5. You read a great book. (That would make me feel merry.)
6. You spilled paint on your favorite shirt. (That would make me feel downcast.)



Complete Remainder of the Lesson Later in the Day



The Little Gray Pony

9_B

Extensions

15 minutes

Image Review

One by one, show images 9A-1 through 9A-9. Ask students to explain what is happening in each picture. Help them to create a continuous narrative retelling the story. As the students discuss each image, remember to repeat and expand upon each response using richer and more complex language, including, if possible, any read-aloud vocabulary. Also, encourage the use of temporal vocabulary to help in introducing and sequencing events: *first*, *then*, *next*, *later*, *finally*, etc.

Encourage students to use literary language (characters, setting, plot, etc.) as they retell the story. During the first retelling, support students' performance with detailed completion prompts: "First, the man went to see the ____." In subsequent retellings, have the students take on greater responsibility for structuring the narrative.

On Stage

Tell students that they are going to act out *The Little Gray Pony*. Tell them that you will be the narrator and they will be the characters in the story. Explain that the narrator is someone who tells a story. Ask them what characters are needed. (the man, the blacksmith, the storekeeper, the farmer, the miller, the miner) Decide who will be the various characters. Have several men, blacksmiths, storekeepers, farmers, millers, and miners so that all students get to participate. Remind the various characters what they will need to say, and talk about gestures that they may use. For example, the characters may shake their heads when saying, "But I've no coal, the iron to heat." Reread the read-aloud for students to dramatize.



Stone Soup

10

✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Name the different kinds of tradespeople found in a colonial town
- ✓ Describe the different kinds of tradespeople found in a colonial town

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, dramatize the story “Stone Soup,” including key details (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)
- ✓ Draw a simple shop sign for each colonial tradesperson (W.K.2)
- ✓ With guidance and support, add details to strengthen drawing or writing, as needed (W.K.5)
- ✓ With assistance, categorize and organize facts and information and draw shop signs that tell what tradespeople do (W.K.8)
- ✓ Ask questions to clarify directions for Drawing the Read-Aloud (SL.K.3)
- ✓ Add drawings to descriptions to provide additional detail (SL.K.5)
- ✓ Distinguish shades of meaning among verbs describing the same general action, such as *march*, by acting out meanings (L.K.5d)

- ✓ Distinguish the read-aloud “Stone Soup,” which describes events that happened long ago, from one that describes contemporary or current events
- ✓ Discuss personal responses to whether they would give food to soldiers who knocked on their door and connect those to the townspeople in the story “Stone Soup”
- ✓ Explain that “Stone Soup” is a fictional story about colonial tradespeople in contrast to the informational text in earlier lessons

Core Vocabulary

grocer, n. Storekeeper who sells food

Example: My grandmother always asks the grocer at the supermarket which fruit is in season.

Variation(s): grocers

peered, v. Looked or stared

Example: The children were supposed to be in bed, but they peered downstairs at their parents’ party.

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. Feeling sorry for someone else

Example: When I broke my arm, my friend showed her sympathy by carrying my books.

Variation(s): sympathies

| <i>At a Glance</i> | Exercise | Materials | Minutes |
|--|--|------------------|----------------|
| <i>Introducing the Read-Aloud</i> | Essential Background Information or Terms | | 10 |
| | Purpose for Listening | | |
| <i>Presenting the Read-Aloud</i> | Stone Soup | | 10 |
| <i>Discussing the Read-Aloud</i> | Comprehension Questions | | 10 |
| | Word Work: Sympathy | | 5 |
|  Complete Remainder of the Lesson Later in the Day | | | |
| <i>Extensions</i> | Vocabulary Instructional Activity: March | | 15 |
| | On Stage | | |
| | Drawing the Read Aloud | drawing tools | |



Stone Soup

10_A

Introducing the Read-Aloud

10 minutes

Essential Background Information or Terms

Ask students if they know what a soldier is. Sometimes long ago, people in one state or country had a big fight, or war, with people from another state or country. Then remind students that the most common way to get from place to place long ago was to walk. During wars, it was common to have soldiers wandering around in small groups—perhaps walking home after a long war, perhaps lost and separated from the rest of the army. Without money or supplies, soldiers had to rely on townspeople for food. Tell students they are going to hear a story about some soldiers long ago who came to a town looking for food. Ask students if they would give food to soldiers who came and knocked on their door. Why or why not?

Purpose for Listening

Tell students to listen carefully to find out whether the tradespeople wanted to feed the soldiers at first and what made them change their minds.

Stone Soup



◀ Show image 10A-1: Three tired soldiers spot steeple in distance

Three soldiers—Henry, George, and Lucas—were marching home from the war. 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, just over those trees!” Henry said, pointing, “I see a church steeple.¹ 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.

1 [Point to the steeple in the illustration.]



◀ 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. She banged on his door.²

“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.”

“If you say so,” said the girl. Then she ran to the carpenter’s shop and banged on the door.³

“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 staring at the level he had just placed on top of a table.⁴ “Hungry soldiers,” he said, without much **sympathy**.⁵ “I have no time to be offering food

2 What does a blacksmith do?

3 What does a carpenter do?

4 A level is a tool used to measure if something is straight and even.

5 The carpenter did not feel sorry for the soldiers.

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.”

“If you say so,” said the girl. Then she turned and banged on the baker’s door.⁶

6 What does a baker do?



◀ **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.”

The baker didn’t turn his head. He continued pulling fresh loaves of bread out of his oven. “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.”



◀ **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?”⁷

“I am sorry,” said the girl. “Everyone in town is very busy right now with their own work. They cannot feed you.”

“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.”

7 Lucas is making a joke, because a committee is a group of people, and the girl is all alone. The soldiers hoped more than one person would come out to help them.

“Stone Soup?” asked the girl. “But you can’t make soup from nothing but stones.”

8 What would happen if they put stones in a pot of hot water? Would it make soup? What would it taste like?

“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.”⁸

“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.”

“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.



9 Why did the blacksmith give the soldiers a pot when he said he wouldn’t help them before?

← **Show image 10A-5: Blacksmith giving the girl a pot**

“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.⁹

“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.¹⁰

10 How did the carpenter help the soldiers?

George, Henry, and the girl each dropped a stone into the pot. Everyone stood watching Lucas stir the soup.



11 Do you think it would taste delicious right now?

← **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 . . .”¹¹

“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. 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. 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**¹² brought onions and salt. 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.¹³

“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.

← **Show image 10A-7: People eating soup**

“Stone Soup is best when it is shared.”¹⁴

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**¹⁵ into the pot. “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.”¹⁶

12 or storekeeper who sells food

13 Now do you think the soup would taste good? Why or why not?



14 Why do you think the soldiers choose to share their soup?

15 or looked or stared

16 Was the girl right after all? Which ingredients made the pot of water into soup?

With their stomachs full and **spirits**¹⁷ raised, the three soldiers waved goodbye to the little girl and the townspeople, and they continued on their long march home.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

1. *Literal* Who was the only townspeople who wanted to feed the soldiers? (the little girl)
2. *Literal* Who supplied the iron pot? (blacksmith)
3. *Literal* Who brought wood for the fire? (carpenter)
4. *Literal* What ingredients went into the soup? (barley, meat, onions, salt, etc.)
5. *Literal* Who ate the stone soup? (the soldiers and the townspeople)
6. *Inferential* Why did the other tradespeople say they wouldn't help feed the soldiers at first? (too busy, not enough food for their own families)
7. *Inferential* Why did the townspeople start bringing food to the soldiers when they said they wouldn't before? (They were curious about Stone Soup.)
8. *Inferential* Why were the stones left in the pot? (Stones don't cook; they aren't edible, etc.)
9. *Evaluative* Do you think stones and water alone could have made soup? (no) Why not? (Stones aren't food and don't have any flavor.)
10. *Evaluative* Could this story really happen, or is it make-believe? (make-believe) How do you know? (You can't make soup out of stones.) When did this story take place, a long time ago or modern day? (long ago)

[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 neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

11. *Evaluative Think Pair Share:* Did the townspeople know that stones and water alone would not make soup? (no) Did the soldiers know? (yes) Did the girl know? (no, not at first) How did she figure it out? (The stones were still at the bottom of the pot.)
12. 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: Sympathy

5 minutes

1. In the read-aloud you heard, "‘Hungry soldiers,’ [the carpenter] said, without much *sympathy*."
2. Say the word *sympathy* with me.
3. When you have sympathy for someone, you feel sorry for them.
4. When I see someone get hurt, I have sympathy for them.
5. Tell me about a time you had sympathy for someone or someone had sympathy for you. Use the word *sympathy* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "I had sympathy for _____ when . . ."]
6. What is the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to mention some scenarios. If I say something that would make someone feel sympathy, say, "I would feel sympathy." If I say something that wouldn't make someone feel sympathy, say, "I would not feel sympathy."

1. A cat got stuck up in a tree and couldn't get down. (I would feel sympathy.)
2. A boy won a running race. (I would not feel sympathy.)
3. A frog jumped on a rock. (I would not feel sympathy.)
4. A girl lost her favorite doll. (I would feel sympathy.)
5. A man ate dinner. (I would not feel sympathy.)



Complete Remainder of the Lesson Later in the Day



Stone Soup

10_B

Extensions

15 minutes

↔ Vocabulary Instructional Activity

Word Work: Marching

1. In the read-aloud you heard, “Three soliders—Henry, George, and Lucas—were *marching* home from the war.”
2. Say the word *marching* with me.
3. *Marching* is similar to walking, but not just regular walking. Marching is moving along with a steady regular step, especially in a group. [Demonstrate marching in place. Have the class stand and march in place or around the classroom.]
4. The high school band was marching in the parade.
5. Tell me about someone who you might see marching (or a time or place you might see someone marching). Try to answer in complete sentences and use the word *marching* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “The _____ was marching at . . .”]
6. What is the word we’ve been talking about?

Use a *Movement* activity for follow-up. Directions: I will read a statement that describes an action. When I read the word, you show me what that might look like. (Ask students to stand in place to start.) Then tell me whether that word means the same as marching or something different.

1. marching in a parade
2. sitting in your seat
3. walking in a circle
4. marching with an army

5. stepping over a book
6. standing behind a chair
7. strutting across the room
8. stopping in place

On Stage

Have students act out the story “Stone Soup” that they heard earlier. Assign students different parts, and have them act out the events while you read the story aloud again. Encourage students to use their own dialogue in addition to any possible read-aloud vocabulary.



Drawing the Read-Aloud (Instructional Master 10B-1)

◀ Show image 10A-2: Girl spots soldiers

Make a copy of Instructional Master 10B-1 for each student. Tell students that because many people long ago didn’t know how to read, many shop signs back then didn’t just 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)

Directions: Choose six tradespeople that you have learned about so far. Draw six signs, one in each box, that each tradesperson could hang outside his or her shop. Make sure that the signs are simple enough to be seen from far away.

Tell students: “Asking questions is one way to make sure everyone knows what to do. Think of a question you can ask your neighbor about the directions I have just given you. For example, you could ask, ‘How many signs do we draw?’ Turn to your neighbor and ask your own question now. I will call on several of you to share your questions with the class.”

Note: The following questions may be used as prompts to help students remember specific tradespeople. Follow each prompt with,

“Draw a picture that will help people find this tradesperson’s shop.”

- Which tradesperson works at the mill? (the miller)
- Which tradesperson uses flour to make bread? (the baker)
- Which tradesperson takes cotton, flax, or wool and twists it to make thread? (the spinner)
- Which tradesperson works with the spinner’s thread on a loom? (the weaver)
- Which tradespeople make clothing for men and women? (the tailors and dressmakers)
- Which tradesperson makes hats? (the hatter)
- Which tradesperson makes shoes? (the cobbler)
- Which tradesperson uses bricks? (the bricklayer)
- Which tradesperson uses stones? (the stonemason, or mason)
- Which tradesperson uses wood? (the carpenter)
- Which tradesperson makes tools of iron? (the blacksmith)

As students draw, circulate around the room, asking them to identify the tradespeople who would use the signs they have drawn. Encourage students to provide additional detail about their drawings.



Domain Review



Note to Teacher

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

Students will:

- ✓ Describe the bricklayer, mason, and carpenter in a colonial town
- ✓ Identify and associate with the appropriate trade the tools used by bricklayers, masons, and carpenters
- ✓ Describe a blacksmith in a colonial town
- ✓ Identify, and associate with the appropriate trade, the tools used by blacksmiths
- ✓ Identify reasons why people who lived in the country traveled to town
- ✓ Name the different kinds of tradespeople found in a colonial town
- ✓ Describe the different kinds of tradespeople in a colonial town
- ✓ Identify, and associate with the appropriate trade, the tools used by colonial tradespeople
- ✓ Describe the tailor in a colonial town
- ✓ 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

Review Activities

Now and Then Venn Diagram Review

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

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

Show the images from any read-aloud again, and have students retell the read-aloud using the images.

Tools of the Trade

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: blacksmith, baker, miner, mason, or carpenter. Before opening up 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 wood pieces, nails, and a measuring tape (review the word *measure*); the baker’s shop might have flour, water, and yeast,

plus play dough 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.

Domain-Related Trade Book or Teacher Choice

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. You may also choose a read-aloud to be heard again.

Key Vocabulary Brainstorming

Materials: Chart paper, chalkboard, or whiteboard

Give students a key domain concept or vocabulary word, such as *anvil*. Have them brainstorm everything that comes to mind when they hear the word, such as *blacksmith*, *forge*, *heat*, *metal*, etc. Record their responses on chart paper, a chalkboard, or a whiteboard for reference.

Riddles for Core Content

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:

| <i>Image Card Number and Name</i> | <i>Say</i> |
|-----------------------------------|--|
| 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:** Many farmers lived in the country but went to town to shop. (smiling face)
2. **Trade:** Most boys learned a trade or skill in colonial days. (smiling face)
3. **Customers:** Customers built houses from wood. (frowning face)
4. **Garments:** Dressmakers and tailors made garments from cloth. (smiling face)
5. **Tradesperson:** A tradesperson is someone who learned a specialized skill for their job. (smiling face)
6. **Iron:** A blacksmith uses iron to make clothing. (frowning face)

7. **Weave:** Women would weave thread together to make fabric. (smiling face)
8. **Kneaded:** My grandma kneaded the dress before sewing it. (frowning face)
9. **Trade:** Farmers went into town to barter, or trade, goods and services they had for those they needed. (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.

10. **Essential:** Drinking milk is essential to healthy bones. (smiling face)
11. **Patiently:** We stood in line, waiting patiently for our turn to ride the Ferris wheel. (smiling face)
12. **Everyday:** Going to an amusement park is an everyday event. (frowning face)
13. **Rare:** Eating lunch is a rare event. (frowning face)
14. **Merry:** Many people are merry on their birthday. (smiling face)

Part II (Instructional Master DA-2)

Directions: Draw a line matching the tradesperson or townsperson from long ago to the worker who does a similar job today.

Part III (Instructional Master DA-3)

Read each statement to students, repeating as necessary.

Directions: I am going to read some statements to you about the tradespeople you have learned about. If the statement I say is correct, circle the smiling face. If the statement I say is not correct, circle the frowning face.

1. A bricklayer uses a trowel to spread mortar between bricks. (smiling face)
2. A mason works in a hot forge with metal and an anvil. (frowning face)

3. A carpenter works with wood and tools to build furniture and frames for houses. (smiling face)
4. A blacksmith works in a hot forge with metal and an anvil. (smiling face)
5. A baker sews cloth together to make dresses. (frowning face)
6. A cobbler uses leather to make shoes. (smiling face)
7. A tailor uses flour to bake bread. (frowning face)
8. A hatter uses materials and tools to make shoes. (frowning face)
9. A spinner makes dresses and sells them in a store. (frowning face)
10. A weaver uses thread or yard to make cloth on a loom. (smiling face)



Culminating Activities



Note to Teacher

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

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
- reading the corresponding lesson in the *Supplemental Guide*, if available

Enrichment

Student Choice

Ask students which read-aloud they have heard recently that they would like to hear again. They may choose a nonfiction read-aloud ("The House Builders: Bricklayers, Masons, and Carpenters" or "The Blacksmith") or a fiction story, "The Little Gray Pony"

or “Stone Soup.” 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

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 townsperson. 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

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

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

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.

Domain-Related Trade Book

Materials: Trade book

Refer to the list of recommended trade books in the domain introduction at the front of this Anthology, 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.

Class Book: Colonial Towns and Townspeople

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:
Copies of *Tell It Again! Workbook*





Dear Family Member,

Your child has just begun a study of what towns were like in colonial times. We will discuss how in colonial times, most of the things needed for survival were made at home. We will also talk about how farmers could visit towns to get some of the things they needed more easily. Your child is going to be learning about a variety of tradespeople who worked in larger colonial towns, including millers, bakers, spinners, weavers, dressmakers, tailors, hatters, and cobblers. Your child will also be comparing the work of colonial tradespeople to the work of tradespeople today.

Below are some suggestions for activities that you may do at home to reinforce what your child is learning about colonial times.

1. 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 out. Ask your child to explain why farmers went to town in colonial times.

2. Career Conversation

Discuss your occupation and/or those of the other adults in your child's life. Use simple terms to describe the goods or services provided by these occupations. If possible, highlight tradespeople who work with their hands, and compare their work to the work of the colonial tradespeople your child is learning about.

3. Children's Chores

Your child has been learning that colonial children were expected to work hard to help their families' lives run smoothly, helping to care for the animals, fetching firewood and water, helping to take care of the crops, or helping with the cooking and sewing. If your child does not currently do chores, or could do them more frequently, discuss which functions would be important to help your household run more smoothly. Could your child feed a pet or set the table for dinner? Could he or she help you do the laundry, take out the trash, or cook dinner? 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. Fabric Fun

At home or in a fabric store, explore the variety of fabrics and colors that are used to make clothing today. Highlight fabrics that have a noticeable weave; your child will learn that cloth was woven on looms in colonial times. Also highlight items made with cotton, flax, or wool. (Linen is made from the flax plant.)

6. Wonderful Words

Your child will be exposed to a variety of new words in this unit on colonial towns. Use them in your everyday conversations to increase your child's vocabulary. Here are a few examples:

- *trade*—Joshua studied as an apprentice to learn the trade of carpentry.
- *everyday*—Baking bread was an everyday event for a colonial baker.
- *rare*—Going to town was a rare event for most colonial people who lived in the country.
- *customers*—The dressmaker made many different types of clothing for her customers.
- *measure*—A tailor must measure the cloth before cutting it to make clothing.

7. Read Aloud Each Day

It is very important that you read to your child each day. The local library has many books about colonial times and a list of books and other resources relevant to this topic is attached to this letter.

Be sure to praise your child whenever s/he shares what has been learned at school.

Recommended Resources for Colonial Towns and Townspeople

Trade Book List

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

Websites and Other Resources

Student Resources

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

Teacher Resources

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

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.

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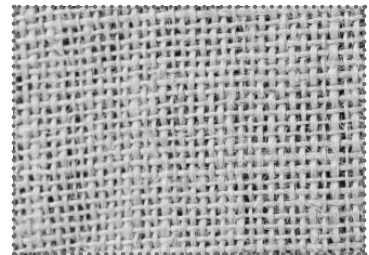


Directions: Listen carefully to the sentences read by your teacher. Circle the picture that best relates to the sentence.

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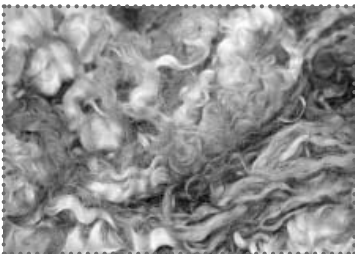
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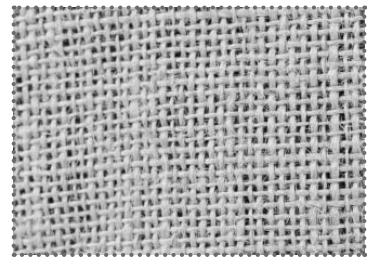
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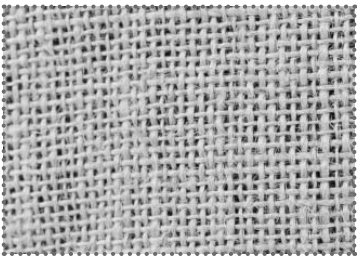
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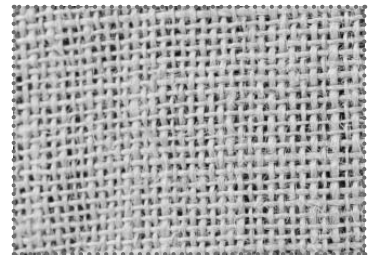


Directions: Listen carefully to the sentences read by your teacher. Circle the picture that best relates to the sentence.

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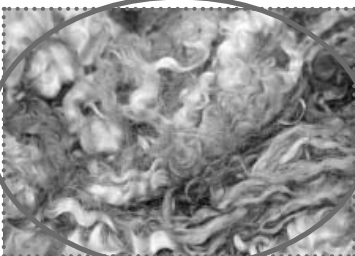
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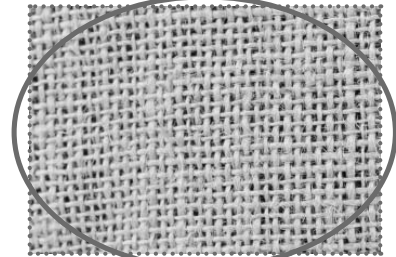
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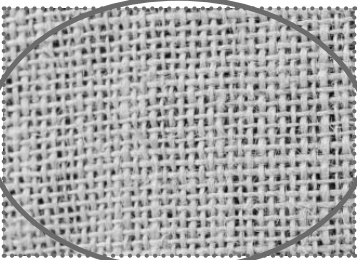
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8.



9.





Dear Family Member,

Your child has been learning about large towns in colonial times. Now we are discussing the roles of a variety of tradespeople, including bricklayers, masons, carpenters, and blacksmiths.

Below are some suggestions for activities that you may do at home to reinforce what your child is learning about colonial times.

1. Sayings and Phrases: Better Safe Than Sorry

Your child learned the proverb, “better safe than sorry,” in the context of how carpenters measure carefully before they cut their wood. Your child would benefit from hearing this proverb being used in a variety of situations. For example, when you bring an umbrella in case of rain, remeasure something, or recount something to double-check your figures, use the phrase “better safe than sorry” with your child.

2. Old-fashioned Family Fun

One night, spend time together as a colonial family might have done. Turn off the television, computer, telephone, and lights. Light candles and/or build a fire and spend a quiet evening playing games or engaged in quiet activities together.

3. House Hunting

Take a walk in your neighborhood, and see if you can identify the three materials your child learned were used in colonial days to build houses: bricks, stones, and wood. Review the tradespeople your child learned about who use these materials: bricklayers, stonemasons, and carpenters.

4. School Stories

Talk about how your elementary school experience differed from your child’s elementary school experience. Expand the conversation to include older relatives, neighbors, and friends to help your child compare schools in the past to his or her own school.

5. Map Making

Find or make a simple map showing your town. Be sure to include your home, as well as the school, grocery store, and other shops or businesses with which your child is familiar.

6. Wonderful Words

Your child will be exposed to a variety of new words while learning about colonial towns. Use them in your everyday conversations to increase your child's vocabulary. Here are a few examples:

- *patiently*—A stonemason uses a chisel to patiently reshape the stones before he can fit them together.
- *essential*—It is essential for a blacksmith to heat iron before being able to shape it into different objects.
- *merry* and *downcast*—The gray little pony was merry, but his owner was downcast when he realized his pony had lost a shoe.
- *horrified*—The boy was horrified when he realized his pet snake was missing from its cage.
- *sympathy*—In the story “Stone Soup,” the carpenter didn’t show any sympathy at first for the hungry soldiers.

7. Read Aloud Each Day

It is very important that you read to your child each day. The local library has many nonfiction books about colonial times, as well as fictional stories too. Please refer to the list sent home with the last family letter.





















Be sure to praise your child whenever s/he shares what has been learned at school.




Directions: Choose six tradespeople that you have learned about so far. Draw six signs, one in each box, that each tradesperson could hang outside his or her shop. Make sure that the signs are simple enough to be seen from far away.

























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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| 11. |  |  |
| 12. |  |  |
| 13. |  |  |
| 14. |  |  |

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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| | | |
|-----|----------------------------------|----------------------------------|
| 11. | <input checked="" type="radio"/> | <input type="radio"/> |
| 12. | <input type="radio"/> | <input checked="" type="radio"/> |
| 13. | <input type="radio"/> | <input checked="" type="radio"/> |
| 14. | <input checked="" type="radio"/> | <input type="radio"/> |





















Directions: Draw a line matching a tradesperson from long ago to a community helper from today who does a similar job. 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.























Directions: Draw a line matching a tradesperson from long ago to a community helper from today who does a similar job. 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.



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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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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Tens Recording Chart

Use this grid to record Tens scores. Refer to the Tens Conversion Chart that follows.

[illegible]

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 |

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