



**Kindergarten**

**Knowledge 9 | Teacher Guide**  
**Colonial Towns and Townspeople:**  
**Once Upon America**

Kindergarten

Knowledge 9

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## **Colonial Towns and Townspeople: Once Upon America**

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### **Teacher Guide**

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ISBN 978-1-68391-915-5

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Printed in the USA  
01 LSCOW 2021

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# Introduction

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

## DOMAIN COMPONENTS

Along with this Teacher Guide, you will need:

- Flip Book for *Colonial Towns and Townspeople: Once Upon America*
- Image Cards for *Colonial Towns and Townspeople: Once Upon America*
- Activity Book for *Colonial Towns and Townspeople: Once Upon America*
- Digital Components for *Colonial Towns and Townspeople: Once Upon America*

Additional resources that you may wish to integrate into your classroom instruction are:

- Trade Book Guide for *Ox-Cart Man* by Donald Hall
- Read-Aloud Videos for *Colonial Towns and Townspeople: Once Upon America*

All domain components material can also be found on the program's digital components site.

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## WHY COLONIAL TOWNS AND TOWNSPEOPLE ARE IMPORTANT

This domain will continue students' journey as they learn more about the early history of our country. The setting for *Colonial Towns and Townspeople: Once Upon America* is more than 150 years after the Pilgrims came to America from England to seek religious freedom and 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.

The Read-Alouds that students will be listening to and discussing in this domain also provide opportunities for students to build content knowledge and draw connections to the social studies subject area but they do not explicitly teach the Texas Essential Knowledge and Skills standards for Social Studies. At times throughout the unit, you may wish to build on class discussions to support students in making cross-curricular connections to the strands of Geography, Economics, and Government from the social studies discipline.

## CORE CONTENT OBJECTIVES FOR COLONIAL TOWNS AND TOWNSPEOPLE

Students will:

- Identify the key differences between “towns” and “the country” during the colonial period
- Explain that 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
- 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
- Explain how the tradespeople in colonial towns saved farming families time and effort
- Identify, and associate with the appropriate trade, the tools used by colonial tradespeople
- Describe the miller and baker in a colonial town
- Identify corn and wheat as the original plant products needed to make flour
- Describe spinners and weavers in a colonial town
- Identify cotton, flax, and wool as the original plant or animal products needed for making cloth
- Describe the process of making cloth from cotton, flax, or wool
- Describe dressmakers, tailors, hatters, and cobblers in a colonial town
- 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
- Describe the bricklayer, mason, and carpenter in a colonial town
- Describe a blacksmith in a colonial town
- Explain the essential role of the blacksmith in making tools for other tradespeople

## CORE VOCABULARY FOR COLONIAL TOWNS AND TOWNSPEOPLE

The following list contains all of the core vocabulary words in *Colonial Towns and Townspeople: Once Upon America* 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 to these words, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

<b>Lesson 1</b> apprentice churn <b>country</b> trade tradesperson weave	<b>Lesson 5</b> breeches fabric fastened <b>measure</b> patterns	<b>Lesson 9</b> coal downcast haste <b>merry</b> miner
<b>Lesson 2</b> bartered blacksmith cobbler <b>everyday</b> rare tailor	<b>Lesson 6</b> attractive elves poor rich <b>thrilled</b>	<b>Lesson 10</b> grocer peered spirits <b>sympathy</b>
<b>Lesson 3</b> <b>customers</b> grindstones kneaded miller yeast	<b>Lesson 7</b> chisel mason mortar <b>patiently</b> trowel	
<b>Lesson 4</b> <b>garments</b> loom spindles spinners weavers	<b>Lesson 8</b> <b>essential</b> forge horseshoes metal	

## **WRITING**

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In this domain, students will focus on written communication through drawing detailed pictures and writing short phrases or sentences. Students will complete two sequencing activities and a Know-Wonder-Learn (KWL) Chart to help them organize and retell information. Students will also demonstrate an understanding of the information they learned from the Read-Aloud text by drawing pictures and discussing them with the class.

The following activities may be added to students' writing portfolios to showcase student writing within and across domains:

- Drawing the Read-Aloud (Lessons 1, 2, 6, 7, 10)
- KWL Chart (Lessons 4, 5)
- Sequencing Activities (Lessons 3, 9)
- any additional writing completed during the Pausing Point, Domain Review, or Culminating Activities



## 1

## COLONIAL TOWNS AND TOWNSPEOPLE

# The Country Family

## PRIMARY FOCUS OF LESSON

**Speaking and Listening**

Students will become familiar with the concept of chores and the importance of towns in colonial times.

**TEKS K.1.C; TEKS K.6.A**

Students will identify key events from American history on a timeline.

**TEKS K.1.C****Reading**

Students will be able to identify and describe different types of chores done on a farm in colonial times.

**TEKS K.5.E; TEKS K.5.F****Language**

Students will demonstrate an understanding of the Tier 2 word *country*.

**TEKS K.3.C****Writing**

With assistance, students will compare and contrast colonial life with present-day life.

**TEKS K.5.E; TEKS K.5.H; TEKS K.6.A**

## FORMATIVE ASSESSMENT

## Exit Pass

**Drawing Activity** Students will use drawing to compare and contrast items used in colonial and present times.



**TEKS K.1.C** Share information and ideas by speaking audibly and clearly using the conventions of language; **TEKS K.6.A** Describe personal connections to a variety of sources; **TEKS K.5.E** Make connections to personal experiences, ideas in other texts, and society with adult assistance; **TEKS K.5.F** Make inferences and use evidence to support understanding with adult assistance; **TEKS K.3.C** Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations; **TEKS K.5.H** Synthesize information to create new understanding with adult assistance.

## LESSON AT A GLANCE

	<b>Grouping</b>	<b>Time</b>	<b>Materials</b>
<b>Introducing the Read-Aloud (10 min.)</b>			
Domain Introduction	Whole Group	10 min.	<input type="checkbox"/> index cards <input type="checkbox"/> yarn
Core Connections			
<b>Read-Aloud (30 min.)</b>			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Flip Book: 1A-1–1A-9
“The Country Family”			
Comprehension Questions			
Word Work: <i>Country</i>			
<b>This is a good opportunity to take a break.</b>			
<b>Application (20 min.)</b>			
Venn Diagram	Whole Group	20 min.	<input type="checkbox"/> chart paper, chalkboard, or whiteboard <input type="checkbox"/> paper folded in half <input type="checkbox"/> drawing tools
<b>Take-Home Material</b>			
Family Letter			<input type="checkbox"/> Activity Page 1.1

## ADVANCE PREPARATION

### Introducing the Read-Aloud

- Prepare a timeline for use in this lesson. 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.

Be sure that the timeline is labeled with the following events:

- 1492: Columbus sails to America and meets Native Americans already living in America
- 1620: Pilgrims land at Plymouth Rock and establish Plymouth colony
- 1700s: Colonial towns

### Application

- Prepare a Venn Diagram for use throughout the domain.
- Draw a Venn diagram on chart paper, a chalkboard, or a whiteboard. Label one circle “Now” and one circle “Then.”

### Universal Access

- You may wish to bring in some of the items discussed in the Read-Aloud, such as a sewing pattern for a dress, candles, yarn, etc.
- Gather different books about colonial times to pass around the class. The school or local library may be a good resource.

## CORE VOCABULARY

**apprentice, n.** someone who works with a tradesperson to learn their 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 used to stir milk into butter

Example: The girl couldn't wait to open the churn and taste the butter inside.

Variation(s): churning

**country, n.** An area of land where homes are far away 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 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

**Vocabulary Chart for “The Country Family”**

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	apprentice ( <i>apprendiz</i> ) tradesperson weave		
Multiple Meaning	churn	country trade ( <i>trato</i> )	
Sayings and Phrases	colonial times town square		

**Lesson 1: The Country Family**

# Introducing the Read-Aloud

**Speaking and Listening:** Students will become familiar with the concept of chores and the importance of towns in colonial times.

 **TEKS K.1.C; TEKS K.6.A**

**Speaking and Listening:** Students will identify key events from American history on a timeline.

 **TEKS K.1.C**

## DOMAIN INTRODUCTION (5 MIN.)

- 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.
- Tell students 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 whether anyone has ever helped cook dinner or taken care of pets. Invite several students to share how they have helped at home.  **TEKS K.6.A**
- 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.
- Explain that over the next few days students will be learning about towns, or places where farmers could go to buy things that would make life easier at home.
- Ask students to name some places they can go to get food or 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.

 **TEKS K.1.C** Share information and ideas by speaking audibly and clearly using the conventions of language; **TEKS K.6.A**  
Describe personal connections to a variety of sources.

## Support

Explain that chores are jobs done around the home.



**ENGLISH LANGUAGE LEARNERS**

## Speaking and Listening

### Exchanging Information and Ideas

#### Beginning

Reframe questions as simple yes/no questions (e.g., "Do you get your clothes from a store?").

#### Intermediate

Provide students with a specific sentence frame (e.g., "I get my clothes from . . .").

#### Advanced/

#### Advanced High

Encourage students to use key details in complete sentences (e.g., "I usually get my clothes from the store, but sometimes my grandmother knits me sweaters.").

**ELPS 2.C; ELPS 2.G;**

**ELPS 3.D**

- Tell students that 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.
- Explain that over the next few weeks, students will learn about tradespeople, people who had special jobs like making clothes or building houses.

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### CORE CONNECTIONS (5 MIN.)

- Tell students that they will help you make a timeline of key events in American history to identify the time period they will be reading about.
- Refer to the timeline you prepared in advance.
- Explain to students that a European explorer named Christopher Columbus traveled west by ship to the Americas, but that was not where he had planned to go.
- Tell students that Columbus had planned to go to Asia in search of spices and gold. When Columbus reached land, in 1492, it was not Asia, but instead he landed in North America where he met the native people—Native Americans—who already lived in America.
- Ask students to help you place the index card for Columbus in the correct spot on the timeline.
- Explain to students that more than 100 years after Columbus's first voyage a group of people named the Pilgrims traveled by ship from Europe to the Americas. The name of the ship was the *Mayflower*.
- Explain to students that the Pilgrims wanted to leave Europe for different reasons than Columbus did. Tell students that the king of England wanted the Pilgrims to go to the Church of England but the Pilgrims did not want to share the king's religion and they did not want to go to the Church of England. The Pilgrims decided to leave Europe so they could be happier and worship as they wanted.
- Explain to students that the Pilgrims set sail in September of 1620 and in two months they reached America. The Pilgrims landed at Plymouth Rock and established Plymouth colony.
- Ask students to help you place the index card for the Pilgrims in the correct spot on the timeline.
- Explain to students that the *Colonial Towns and Townspeople: Once Upon America* Read-Alouds take place in the 1700s, and add an index card labeled "Colonial Towns" around the 1700 point in the timeline.

- Remind students that they learned about Native Americans several weeks ago in the *Native Americans* domain.
- Review key information about Native Americans, using the following questions to prompt discussion:
  - Did Native Americans live in America before Columbus and the European settlers arrived? (*Yes. Native Americans lived in America for hundreds of years.*)
  - Did all tribes move around frequently? (*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.*)
- Explain that 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.
- Tell students that years later, other groups of Europeans, like the Pilgrims, sailed to America to stay and live here permanently.
- Explain that 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.
- Explain that 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.
- Tell students that as the farms and the towns grew larger, the people who lived there grew to depend more on each other for the things they needed.
- Explain that the colonial towns they will read about were formed in the early 1700s, when these colonies were still under English rule.



### Check for Understanding

**Recall:** What are timelines used for? (*Timelines are used to show when events took place in history.*)

### Challenge

Ask students to discuss which tribes were nomadic and which ones lived in one place. Ask students to explain why some tribes moved around frequently while others did not.

# Lesson 1: The Country Family Read-Aloud



**Reading:** Students will be able to identify and describe different types of chores done on a farm in colonial times.



**TEKS K.5.E; TEKS K.5.F**

**Language:** Students will demonstrate an understanding of the Tier 2 word *country*.



**TEKS K.3.C**



**PURPOSE FOR LISTENING**

**TEKS K.5.E**

- Tell students to listen carefully to the Read-Aloud to identify the chores that children had to do long ago in colonial times if they lived on a farm. Ask them to think about how these chores are different from the chores that they do at home, and ask them to compare what is described in the text and what they know from their own lives.

## “THE COUNTRY FAMILY” (15 MIN.)

### Support

Explain that the word *country* also means a nation, like the United States. Refer to poster 1M in the Flip Book for additional support on the multiple meanings of *country*.



[A-1]

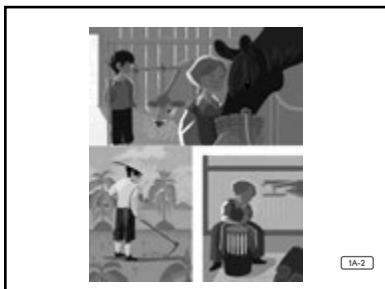
### Show Image 1A-1: Farm family

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. *The country is an area of land where homes are far away from one another and most*

*of the land is made up of farms.* 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!



**TEKS K.5.E** Make connections to personal experiences, ideas in other texts, and society with adult assistance; **TEKS K.5.F** Make inferences and use evidence to support understanding with adult assistance; **TEKS K.3.C** Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.



### Show Image 1A-2: Household chores

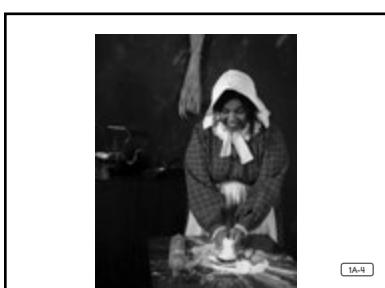
There was no electricity for lamps or lights, and there were no flashlights! The only way to see anything after it got dark was to light candles that you made at home. [Point to the woman making candles in the picture.] There were no electric ovens or stoves, *like we have today* so you had to build a fire to heat your

home and cook your meals. There were no sinks or faucets with running water inside the house, *like we have in kitchens and bathrooms today* 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. Imagine doing all that work—every day!



### 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 hearth *Can you see the dough in this picture? to bake, or cook.*

## Challenge

Ask students why they think the children in colonial times often milked the cows.



### 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.

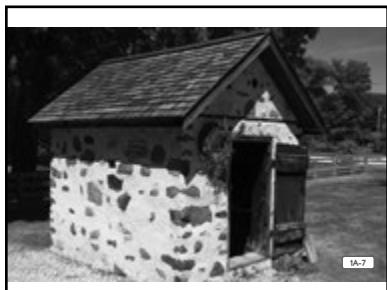
Once the milk was collected, the milk that was not drunk was either made into cheese or butter. Making cheese involved a slow process of boiling and cooling the milk to produce curds or clumps of soured milk that look sort of like cottage cheese. These curds were pressed into forms to make the cheese.



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



### 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 butchered or killed for food one of their animals. Because there were no refrigerators, the meat had to be preserved so it would not spoil. or go bad 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. The fire kept the meat from going bad. Beef jerky is an example of dried-out, smoked meat. Other foods were preserved by covering them in salt, canning them, or storing them in a cool, dark cellar. Canning is sealing food tightly in jars so no air can get in.



### Show Image 1A-8: Needlework at home

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, or *cut the wool off sheep* and women cleaned and dyed this cotton or wool. To dye cotton or wool

*means to color it.* 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. To weave means to combine thread or yarn to make cloth. 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

Because children were expected to help out with every one of these chores, they did not have a lot of time to play. Do you get time to play daily? In colonial times, children had very little time to play, if any. 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**. or a job that uses special skills, knowledge, and tools Each boy would become an **apprentice** for several years, working with a master **tradesperson** in town to learn his job. A tradesperson is an expert in a trade and is the person who trains an apprentice. 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.

## Support

If students have difficulty responding to questions, reread pertinent lines of the Read-Aloud and/or refer to specific images.

### ENGLISH LANGUAGE LEARNERS



### Speaking and Listening

### Offering Opinions

#### Beginning

Provide students sentence frames using a small set of learned phrases (e.g., “I would have liked living on a colonial farm because I love taking care of animals.”).

#### Intermediate

Provide students sentence frames using an expanded set of learned phrases (e.g., “I would not like to have lived on a colonial farm because . . .”).

#### Advanced/ Advanced High

Provide minimal support and guidance for open responses.

**ELPS 2.E; ELPS 3.F;  
ELPS 4.J**

## Check for Understanding



**Turn and Talk:** In colonial times, what kinds of chores did children who lived on a farm have to do? (*Answers may vary, but may include that children had to prepare food, make clothes, and milk the cows.*)

## COMPREHENSION QUESTIONS (10 MIN.)

1. **Inferential.** Was the farm we heard about in the Read-Aloud a farm that existed a long time ago or one that exists today? (*The farm in the Read-Aloud existed a long time ago.*) How can you tell? (*They didn't have electricity or running water or machines; they made everything themselves.*)
2. **Literal.** Was the farm we heard about today in town or in the country? (*It was in the country.*)
  - **Inferential** Name one way the country was different from towns. (*Student answers may vary, but may include that the houses were far apart, the people in the Read-Aloud had animals to take care of and they grew their own crops.*)
3. **Inferential.** Long ago, there was no electricity. What did farmers use for light to see at night? (*They used candles that they made.*)
  - **Inferential.** Long ago, there were no furnaces to heat the houses. What did people use to warm their houses? (*They used a wood fire in a hearth, or fireplace.*) What else was the hearth used for? (*It was used for cooking.*)
  - **Inferential.** Long ago, there were no sinks or faucets with running water inside the house. How did people get water? (*They got water from a well or a nearby creek.*)
4. **Inferential.** Long ago, there were no grocery stores. Where did milk and eggs come from? (*They came from cows and chickens.*)
  - **Inferential.** Where did cheese and butter come from? (*People made them from milk.*)
  - **Literal.** 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; and sewed clothes.*)
5. **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, but should include support from the Read-Aloud.*)

## WORD WORK: COUNTRY (5 MIN.)

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 where the homes are far away from each other, 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.** 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.”

- a cow (*I might see a cow in the country.*)
- a skyscraper (*I would probably not see a skyscraper in the country.*)
- a barn (*I might see a barn in the country.*)
- a field of wildflowers (*I might see a field of wildflowers in the country.*)
- a traffic jam of cars (*I would probably not see a traffic jam of cars in the country.*)

### Challenge

Have students name additional things they might see in the country.

# Lesson 1: The Country Family Application



## Support

Explain that *compare* means to tell how things are similar and *contrast* means to tell how things are different.

## Challenge

Have students volunteer to act as scribe and write words or draw pictures on the Venn Diagram.

ENGLISH  
LANGUAGE  
LEARNERS



## Writing

### Writing

#### Beginning

Have students dictate facts using familiar vocabulary to a teacher to be recorded.

#### Intermediate

Have students dictate facts using familiar vocabulary in longer phrases or sentences to be recorded.

#### Advanced/ High Advanced

Have students dictate facts using familiar vocabulary in complete sentences.

ELPS 3.B; ELPS 5.B

**Writing:** With assistance, students will compare and contrast colonial life with present-day life.

**TEKS K.5.E; TEKS K.5.H; TEKS K.6.A**

**VENN DIAGRAM** **TEKS K.5.E; TEKS K.6.A**

- Refer to the Venn Diagram you prepared in advance.
- Tell students that you are going to use this diagram to compare and contrast life in colonial times to life now.
- 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.
- Explain that every idea does not need 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.
- 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.

**TEKS K.5.E** Make connections to personal experiences, to ideas in other texts, and society with adult assistance; **TEKS K.5.H** Synthesize information to create new understanding with adult assistance; **TEKS K.6.A** Describe personal connections to a variety of sources.



### Exit Pass

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Have students fold a piece of paper in half. On the left side ask them to draw an item used in colonial times. On the right side, ask them to draw an item that was not used in colonial times but is used now. (example: candle and electric light; well and faucet)

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[End Lesson](#)

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### Lesson 1: The Country Family

# Take-Home Material

## FAMILY LETTER

- Send home Activity Page 1.1.

## Activity Page 1.1

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## 2

# COLONIAL TOWNS AND TOWNSPEOPLE

# A Trip to Town

## PRIMARY FOCUS OF LESSON

### Speaking and Listening

Students will identify different types of tradespeople in colonial times.



**TEKS K.1.C**

### Reading

Students will use key details to describe different types of tradespeople in colonial times.



**TEKS K.6.C**

### Language

Students will demonstrate an understanding of the Tier 2 word *everyday*.



**TEKS K.3.B**

### Writing

Students will use a drawing activity to describe the bartering system in colonial times.



**TEKS K.3.C; TEKS K.8.D.ii; TEKS K.11.B**

## FORMATIVE ASSESSMENT

### Exit Pass

**Drawing Activity** Students will use drawing to illustrate how colonial farmers exchanged goods in town.



**TEKS K.11.B**



**TEKS K.1.C** Share information and ideas by speaking audibly and clearly using the conventions of language; **TEKS K.6.C** Use text evidence to support an appropriate response; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS K.3.C** Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations; **TEKS K.8.D.ii** Recognize characteristics and structures of informational text, including: titles and simple graphics to gain information; **TEKS K.11.B** Dictate or compose informational texts.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Introducing the Read-Aloud (10 min.)</b>			
Essential Background Information or Terms	Whole Group	10 min.	<input type="checkbox"/> Image Cards 15–18, 20, 21
<b>Read-Aloud (30 min.)</b>			
Purpose for Listening “A Trip to Town” Comprehension Questions Word Work: <i>Everyday</i>	Whole Group	30 min.	<input type="checkbox"/> Flip Book: 2A-1–2A-7
<b>This is a good opportunity to take a break.</b>			
<b>Application (20 min.)</b>			
Multiple Meaning Word Activity: <i>Trade</i>	Whole Group/ Independent	20 min.	<input type="checkbox"/> Poster 2M: Trade (Flip Book) <input type="checkbox"/> note cards <input type="checkbox"/> drawing tools
Domain-Related Trade Book			

## ADVANCE PREPARATION

### Application

- Prepare Poster 2M for display.
- Prepare to divide students into pairs.

### Universal Access

- Consider bringing in some of the items made by tradespeople like horseshoes, clothing items, shoes, or hats.

## CORE VOCABULARY

**bartered, v.** exchanged

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 make metal 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 shoemaker

Example: The woman went to the cobbler when the heel broke off her shoe.

Variation(s): cobblers

**everyday, adj.** ordinary

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

Variation(s): none

**rare, adj.** special; uncommon

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

**Vocabulary Chart for “A Trip to Town”**

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	bartered ( <i>baratar</i> ) blacksmith cobbler tailor	everyday rare	
Multiple Meaning			
Sayings and Phrases	general store trading post		

**Lesson 2: A Trip to Town**

# Introducing the Read-Aloud


**ENGLISH  
LANGUAGE  
LEARNERS**
**Speaking and Listening**
**Exchanging Information and Ideas**
**Beginning**

Ask students yes/no questions about chores in colonial times and encourage them to ask their own questions about chores.

**Intermediate**

Encourage students to build on what the previous student has said about chores in colonial times.

**Advanced/  
Advanced High**

Challenge students to say something more about what the previous student has said about chores in colonial times.

**ELPS 2.C; ELPS 2.G;  
ELPS 3.F**
**Support**

Have students discuss the differences between the country and town.

**Challenge**

Ask students to name other tradespeople.


**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.
- Use the following questions to prompt discussion:
  - What are some of the chores that were done on a colonial farm? (*Answers may vary, but may include milking cows, making butter, and sewing clothes.*)
  - Who performed these chores? (*Everyone in the family had chores.*)
  - Why did people, including children, have so many chores? (*They had a lot of chores because it was difficult to buy ready-made items, and the shops were far away.*)
  - Which chores sounded the most difficult or complicated? (*Answers may vary, but should include support from the Read-Aloud.*)
- 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.
- Tell students buying goods in town saved farmers a lot of time because they did not have to make the things themselves.
- 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.


**TEKS K.1.C** Share information and ideas by speaking audibly and clearly using the conventions of language.

Image Cards  
15–18, 20, 21

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- Tell students that some of today's workers work with their hands to make things using specialized tools and knowledge, just like colonial tradespeople.

- Show the following Image Cards to prompt discussion: Modern Farmer (15), Modern Pastry Chef (16), Seamstress (17), Tailor (18), Construction Worker (20), and Metal Worker (21).
- 

Check for Understanding

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**Making Choices:** Is a pilot or a tailor a tradesperson? (*tailor*)

Is a farmer or a toddler a tradesperson? (*farmer*)

Is a baker or a teacher a tradesperson? (*baker*)

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## Lesson 2: A Trip to Town Read-Aloud



**Reading:** Students will use key details to describe different types of tradespeople in colonial times.



**Language:** Students will demonstrate an understanding of the Tier 2 word **everyday**.



### PURPOSE FOR LISTENING

- Tell students to listen to find out about the different types of tradespeople that lived in colonial towns long ago.

#### “A TRIP TO TOWN” (15 MIN.)



2A-1

##### Show Image 2A-1: Farmer in town

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 **or** **ordinary**. Three hundred years ago, there were no cars or trains. Your parents would have taken you by horse and wagon, [Point to the wagon in the picture.] 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**, **or** **uncommon**. *If something is rare, it doesn't happen very often.*

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 specialists **or experts** at many of these jobs—jobs that couldn't have been done at home or that took too long.



**TEKS K.6.C** Use text evidence to support an appropriate response; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

## Support

The word *trade* also means a special skill or job.

How would you have paid these tradespeople for the things you needed? Farmers usually brought a load of goods to sell. *People in colonial times did not use money as often as we do today.* 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. *Trade means to exchange.* 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.



2A-4

### 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 ground or crushed 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. *[Point to the waterwheel and the wagon of wheat in the picture.]* 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! *Remember how much work it was to make a loaf of bread back on the farm?*



2A-5

### Show Image 2A-5: Colonial shops

Sometimes if farmers had extra money after selling their crops, they may have visited the hatter for a new hat, or the dressmaker to buy a new dress for their daughter. Instead of buying cloth, you may just have bought yourself a new shirt from the tailor. *A tailor is a person who makes or fixes clothing.* And you

would have had to visit the all-important cobbler, *or shoemaker,* who would have made you a new pair of strong, leather shoes.



2A-6

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

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.

## Support

If students have difficulty responding to questions, reread pertinent lines of the Read-Aloud and/or refer to specific images.

ENGLISH  
LANGUAGE  
LEARNERS



Speaking and  
Listening

Offering Opinions

### Beginning

Provide students sentence frames using a small set of learned phrases (e.g., “I would want to learn to be a blacksmith because . . .”).

### Intermediate

Provide students sentence frames using an expanded set of learned phrases (e.g., “I would have liked to be a blacksmith because . . .”).

### Advanced/ Advanced High

Provide minimal support and guidance for open responses.

ELPS 2.E; ELPS 2.G;  
ELPS 3.D



## 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.



## Check for Understanding

**Use Evidence:** Describe what you might see in town. (*Answers may vary, but may include that you would see a town square, houses and shops that were close together, different tradespeople, etc.*)

## COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** Why did farmers go into town? (*Farmers went to town to barter for goods*)
  - **Literal.** Why were trips to town rare instead of everyday? (*It was a long trip, and farmers didn't want to leave their farms for long.*)
2. **Inferential.** What might a farmer bring to barter or sell in town? (*A farmer might bring food like milk, cheese, butter, and eggs. A farmer might also bring crops and animals.*)
  - **Literal.** Where would a farmer go to sell these things? (*A farmer would go to a trading post or a general store.*)
3. **Literal.** Why would a farmer go to the mill? (*A farmer would go to the mill to have the miller grind his wheat or corn into flour.*)
  - **Literal.** What could a farmer get from a cobbler? (*A farmer would get shoes.*)
  - **Literal.** What could a farmer get from a blacksmith? (*A farmer would get horseshoes, iron nails, and tools.*)
4. **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, but should include support from the Read-Aloud.*)

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## WORD WORK: EVERYDAY (5 MIN.)

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.** The opposite of *everyday* is *rare*, something that is special because it hardly ever happens. If the event I describe happens everyday, say, “That is an everyday event.” If the event I describe is rare, say, “That is a rare event.”

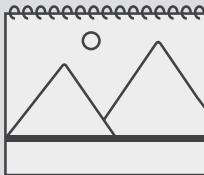
- eating breakfast (*That is an everyday event.*)
- eating your birthday cake (*That is a rare event.*)
- putting on shoes (*That is an everyday event.*)
- putting on a costume (*That is a rare event.*)
- seeing a bug (*That is an everyday event.*)
- seeing a giraffe (*That is a rare event.*)

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### Challenge

Ask students to name additional rare or everyday events.

## Flip Book Poster 2M



ENGLISH  
LANGUAGE  
LEARNERS



Speaking and  
Listening

Exchanging Information  
and Ideas

### Beginning

Reframe questions as simple yes/no questions (e.g., “Do you think of going to a store when you see this picture of trade?”).

### Intermediate

Provide students with a specific sentence frame (e.g., “This picture of trade makes me think of . . .”).

### Advanced/ Advanced High

Encourage students to use key details in complete sentences (e.g., “This picture of trade makes me think of exchanging stickers with my friends.”).

ELPS 2.E; ELPS 2.G;

ELPS 3.G

## Lesson 2: A Trip to Town Application



**Writing:** Students will use a drawing activity to describe the bartering system in colonial times.



**TEKS K.3.C; TEKS K.8.D.ii; TEKS K.11.B**

### MULTIPLE MEANING WORD ACTIVITY (5 MIN.)

#### 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.
- Have students ask a partner what they think of when they see this picture of trade.
- Call on students to share their responses.
- Encourage students to answer in complete sentences.
- Tell students that *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.
- Have students ask a partner what they think of when they see this kind of trade.
- Call on students to share their responses.
- Encourage students to answer in complete sentences.

**TEKS K.3.C** Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations; **TEKS K.8.D.ii** Recognize characteristics and structures of informational text, including: titles and simple graphics to gain information; **TEKS K.11.B** Dictate or compose informational texts.

## DOMAIN-RELATED TRADE BOOK (15 MIN.)

- Choose a text about town life, such as *Ox-Cart Man*, by Donald Hall. Explain to students that 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.
- Tell students the title of the book, and ask which part of the book contains the title. (*the cover*)
- 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, showing students where they can find this information on the cover of the book or the title page.
- 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.



### Exit Pass

Give each student a note card. Have students draw a farmer trading something from his farm for something in town that he needs. Ask students to label their drawings with words or phrases when possible.

End Lesson

### Challenge

Ask students to name the author and/or illustrator of other books they have read. Consider having several books available so that students can point out the author's name on the book cover.

### Support

Tell students that the word *illustrate* means to draw.

## 3

## COLONIAL TOWNS AND TOWNSPEOPLE

# The Bread Makers: Millers and Bakers

## PRIMARY FOCUS OF LESSON

**Speaking and Listening**

Students will review the concept of bartering and will identify key information about bread.

 **TEKS K.1.A; TEKS K.5.E**

**Reading**

Students will use key details to describe the process of making bread in colonial times.

 **TEKS K.1.A; TEKS K.6.C; TEKS K.8.D.i**

**Language**

Students will demonstrate an understanding of the Tier 2 word *customers*.

 **TEKS K.3.B**

**Reading**

Students will use a sequencing activity to describe the process of making bread.

 **TEKS K.6.D; TEKS K.8.D.iii**

## FORMATIVE ASSESSMENT

**Activity Page 3.1**

**Sequencing Activity** Students will use a sequencing activity to describe the process of making bread.

 **TEKS K.6.D; TEKS K.8.D.iii**

**Writing Studio**

If you are using Writing Studio, you may begin Unit 5 Lesson 1 after completing this Knowledge lesson. If you have not done so already, you may wish to review the Writing Studio materials and their connections to this domain.

 **TEKS K.1.A** Listen actively and ask questions to understand information and answer questions using multi-word responses; **TEKS K.5.E** Make connections to personal experiences, ideas in other texts, and society with adult assistance; **TEKS K.6.C** Use text evidence to support an appropriate response; **TEKS K.8.D.i** Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS K.6.D** Retell texts in ways that maintain meaning; **TEKS K.8.D.iii** Recognize characteristics and structures of informational text, including the steps in a sequence with adult assistance.

## LESSON AT A GLANCE

	Grouping	Time	Materials			
<b>Introducing the Read-Aloud (10 min.)</b>						
What Have We Already Learned?	Whole Group	10 min.	<input type="checkbox"/> Venn Diagram <input type="checkbox"/> Flip Book: 3A-1			
Essential Background Information or Terms						
<b>Read-Aloud (30 min.)</b>						
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Flip Book: 3A-1–3A-9			
“The Bread Makers: Millers and Bakers”						
Comprehension Questions						
Word Work: <i>Customers</i>						
<b>This is a good opportunity to take a break.</b>						
<b>Application (20 min.)</b>						
Sequencing Activity	Independent	20 min.	<input type="checkbox"/> Activity Page 3.1 <input type="checkbox"/> paper <input type="checkbox"/> glue or tape <input type="checkbox"/> scissors			

## ADVANCE PREPARATION

### Introducing the Read-Aloud

- Display the Venn Diagram you prepared for Lesson 1.

### Universal Access

- You may wish to bring in freshly baked bread for students to sample. Be sure to check with your school administration about food distribution policies.
- You may wish to bring in the ingredients to make bread, along with kitchen tools like measuring cups, measuring spoons, a bowl, rolling pin, etc. Be sure to check with the school administration about food distribution policies.

## CORE VOCABULARY

**customers, n.** people who buy goods or 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 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

**miller, n.** a tradesperson who runs a mill that grinds wheat or corn into flour

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

Variation(s): millers

**yeast, n.** an ingredient that, when added to flour and water, makes dough rise

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

Variation(s): none

**Vocabulary Chart for “The Bread Makers: Millers and Bakers”**

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	grindstones kneaded miller ( <i>molino</i> ) yeast	customers	
Multiple Meaning			
Sayings and Phrases	rolling pin		

**Lesson 3: The Bread Makers: Millers and Bakers**

# Introducing the Read-Aloud

**Speaking and Listening:** Students will review the concept of bartering and will identify key information about bread.

 **TEKS K.1.A; TEKS K.5.E**

 **WHAT HAVE WE ALREADY LEARNED? (5 MIN.)**  **TEKS K.5.E**

- Display the Venn Diagram you prepared for Lesson 1.
- Review the previous Read-Aloud, which describes a typical colonial farmer's trip to town, using the following questions to prompt discussion:
  - Describe how a farmer exchanges goods when he goes to town.  
*(A farmer takes crops, food items, and other goods to town to exchange for supplies like clothing, horseshoes, candles, flour, and other items made by tradespeople.)*
  - What is it called when goods are traded or exchanged for other goods?  
*(It is called bartering.)*
  - Name some items a farmer might take with him to sell in town.  
*(A farmer might take eggs, milk, cheese, livestock, etc.)*
  - What kinds of tradespeople might a farmer visit in town?  
*(Answers may vary, but may include that a farmer might visit a baker, blacksmith, miller, tailor, hatter, etc.)*
- Have students add examples of tradespeople from long ago as well as present-day tradespeople to the "Now and Then" Venn diagram from Lesson 1.
- Discuss with students which tradespeople we still have today in the overlapping area of the diagram.
- Invite students to share any clarifying questions that they may have to better understand the information about colonial farmers and tradespeople from long ago and present-day.

## Challenge

Have students volunteer to act as scribe and write words or draw pictures on the Venn Diagram.

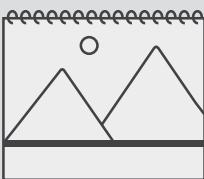
## Support

Have students work in pairs to come up with examples of tradespeople that still exist today.

 **TEKS K.1.A** Listen actively and ask questions to understand information and answer questions using multi-word responses;  
**TEKS K.5.E** Make connections to personal experiences, ideas in other texts, and society with adult assistance.

## ESSENTIAL BACKGROUND INFORMATION OR TERMS (5 MIN.)

### Flip Book 3A-1



ENGLISH  
LANGUAGE  
LEARNERS



### Speaking and Listening

### Exchanging Information and Ideas

### Beginning

Ask students yes/no questions about making bread and encourage them to ask their own questions about bread-making.

### Intermediate

Encourage students to build on what the previous student has said about making bread.

### Advanced/ Advanced High

Challenge students to say something more about what the previous student has said about making bread.

**ELPS 2.G; ELPS 3.E;  
ELPS 3.F**

### Show Image 3A-1: Breads

- Tell students that today's Read-Aloud is about bakers, or people who made bread.
- Ask students to describe the breads that they like to eat.
- Ask students where they get their bread.
- Point out that while some students may eat homemade bread at home, most people today buy their bread at a store.
- Tell students that bread may come sliced and that there are many kinds of breads.
- Ask students if they can identify the main ingredient of bread. (*Flour is the main ingredient in bread.*)
- Ask students if they remember where flour comes from. (*Flour comes from wheat, corn, and 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.
- Explain that making bread at home in colonial times took a lot of time: 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.



### Check for Understanding

**One-Word Answer:** What is the main ingredient in bread? (*flour*)

Does the bread-making process take a long time? (yes)

What is the name of the tradesperson who makes bread? (*baker*)

## Lesson 3: The Bread Makers: Millers and Bakers Read-Aloud



**Reading:** Students will use key details to describe the process of making bread in colonial times.

 **TEKS K.1.A; TEKS K.6.C; TEKS K.8.D.i**

**Language:** Students will demonstrate an understanding of the Tier 2 word *customers*.

 **TEKS K.3.B**

### 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 how bread was made in colonial times.

### “THE BREAD MAKERS: MILLERS AND BAKERS” (15 MIN.)



#### 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. *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. *Whom do you predict we'll read about that helps make bread?*

 **TEKS K.1.A** Listen actively and ask questions to understand information and answer questions using multi-word responses; **TEKS K.6.C** Use text evidence to support an appropriate response; **TEKS K.8.D.i** Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.



### 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.

A long time ago, people used to grind their own wheat grains or corn kernels with big stones called **grindstones**.  
[Point to the grindstones in the next picture.]



### 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!



### Show Image 3A-4: Old millstones

Mills existed in Europe long before people settled in America. A mill is a building with machinery that grinds grain into flour. 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 **miller**. 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 water mill could grind and bag more flour in one day than

a farmer with a grindstone could grind in weeks.

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.

### Support

Remind students that a miller is the tradesperson who makes flour.



### 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.

Next, the baker **kneaded** the dough. *or mixed it together with his hands* Kneading dough

is like pressing and stretching the dough together lots of different ways to make sure that the ingredients are all evenly mixed and the dough has the right consistency *or thickness, firmness, or stickiness* or texture. Certain kinds of bread had to be kneaded for a long time before the dough was ready to bake. *Have you ever kneaded dough or clay with your hands?*



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

Next, the baker shaped the dough, either by patting it with his hands or rolling it with a rolling pin. [Motion, or pretend to use a rolling pin.] You might have used a rolling pin when playing with play dough or making cookies.

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.

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? *Inhale deeply through your nose. Aroma is the smell.* That's freshly baked, warm bread, ready to eat!



### Show Image 3A-9: Modern bakery

Bread is still made today in more or less the same way it was made in early America three hundred years ago. *Has anyone ever made bread at home? What do you do first?* The first step is making the dough.

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**. *Customers exchange goods with the baker or give the baker money to buy what they have made.* 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.

### Challenge

Have students discuss the similarities and differences between making bread in colonial times and making bread now.



### Check for Understanding

**Recall:** What is the main topic of the Read-Aloud? (*The main topic is how bread was made in colonial times.*)

From which plants is flour made? (*Flour is made from corn, wheat, and other grains.*)

How does a miller make flour? (*The miller grinds grain between two grindstones.*)

Besides a loaf of bread, what other foods are made with flour? (*Answers may vary, but may include cakes, rolls, tortillas, etc.*)

### Support

If students have difficulty responding to questions, reread pertinent lines of the Read-Aloud and/or refer to specific images.



ENGLISH  
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### Speaking and Listening

Exchanging Information and Ideas

#### Beginning

Ask students yes/no questions about the similarities and differences between the hen and the tradespeople.

#### Intermediate

Encourage students to build on what the previous student has said about the similarities and differences between the hen and the tradespeople.

#### Advanced/ Advanced High

Challenge students to say something more about what the previous student has said about the similarities and differences between the hen and the tradespeople.

**ELPS 2.G; ELPS 3.B;  
ELPS 3.E**

### COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** What is a mill? (*A mill is a building with equipment used to grind wheat or corn into flour.*)
  - **Inferential.** How does a water mill work? (*A waterwheel turns the millstones, which grind the grains into flour.*)
2. **Literal.** What ingredients are in dough? (*Dough is made of flour, water, yeast, and sometimes salt.*)
3. **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.*)
  - **Literal.** What is the word used for mixing the dough by hand? (*kneading*)
4. **Inferential.** Why is yeast important? (*It makes the dough rise and have the right consistency for bread.*)
5. **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.” Think about how the Little Red Hen made 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 may 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.*)

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### WORD WORK: CUSTOMERS (5 MIN.)

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.** 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.”

- the people who sew the dresses (*They are not customers.*)
- the people who buy the dresses (*They are customers.*)
- the people who pay for their wheat to be ground at the mill (*They are customers.*)
- the people who run the mill (*They are not customers.*)
- the people who make the hats (*They are not customers.*)
- the people who order new hats (*They are customers.*)

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## Activity Page 3.1

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### Lesson 3: The Bread Makers: Millers and Bakers

# Application



**Reading:** Students will use a sequencing activity to describe the process of making bread.



**TEKS K.6.D; TEKS K.8.D.iii**

#### SEQUENCING ACTIVITY

- Have each student turn to Activity Page 3.1.
- Ask students to listen carefully to your instructions before they start working.
- Tell students they will show how tradespeople made bread in colonial times by putting the pictures in the correct order.
- Have students cut along the dashed lines directly above the pictures.
- Next, have students put the pictures in the correct order.
- Finally, ask students to glue or tape each picture in order on a sheet of paper.
- Circulate around the room, and as students complete their sequencing activity, encourage them to retell the steps in the bread-making process.
- Encourage the use of temporal words, such as *first*, *next*, and *last*.

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End Lesson

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ENGLISH  
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#### Reading

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Exchanging Information  
and Ideas

#### Beginning

Ask students yes/no questions about the process of making bread and encourage them to ask their own questions.

#### Intermediate

Encourage students to build on what the previous student has said about the process of making bread.

#### Advanced/ Advanced High

Challenge students to say something more about what the previous student has said about the process of making bread.

**ELPS 2.G; ELPS 3.C;  
ELPS 3.F**

#### Challenge

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Have students include a word, phrase, or sentence that describes the sequence.

 **TEKS K.6.D** Retell texts in ways that maintain meaning; **TEKS K.8.D.iii** Recognize characteristics and structures of informational text, including the steps in a sequence with adult assistance.

## 4

## COLONIAL TOWNS AND TOWNSPEOPLE

# The Cloth Makers: Spinners and Weavers

## PRIMARY FOCUS OF LESSON

**Speaking and Listening**

Students will identify the term *cloth* and describe differences between where people got their clothing in colonial times and where we get our clothing today.

**Reading**

Students will describe how clothing was made in colonial times.

**Language**

Students will demonstrate an understanding of the Tier 2 word *garments*.

**Speaking and Listening**

Students will use drawing to illustrate and retell a nursery rhyme about a tradesperson.



## FORMATIVE ASSESSMENT

**Exit Pass**

**Drawing Activity** Students will use drawing to retell a nursery rhyme.



**TEKS K.1.C** Share information and ideas by speaking audibly and clearly using the conventions of language; **TEKS K.8.D** Recognize characteristics and structures of informational text, including (i) the central idea and supporting evidence with adult assistance; (iii) the steps in a sequence with adult assistance; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS K.6.B** Provide an oral, pictorial, or written response to a text; **TEKS K.8.B** Discuss rhyme and rhythm in nursery rhymes and a variety of poems.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Introducing the Read-Aloud (10 min.)</b>			
Essential Background Information or Terms	Whole Group	10 min.	<input type="checkbox"/> KWL Chart (Digital Components)
<b>Read-Aloud (30 min.)</b>			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Flip Book: 4A-1–4A-9
“The Cloth Makers: Spinners and Weavers”			
Comprehension Questions			
Word Work: Garments			
<b>This is a good opportunity to take a break.</b>			
<b>Application (20 min.)</b>			
Nursery Rhymes Activity	Whole Group	20 min.	<input type="checkbox"/> note cards <input type="checkbox"/> drawing tools

## ADVANCE PREPARATION

### Introducing the Read-Aloud

- Prepare a KWL (Know-Wonder-Learn) chart on chart paper. Save the chart for use in future lessons. Alternatively, you may access a digital version in the digital components for this domain.

	Know	Wonder	Learn
<b>Clothing</b>			

### Universal Access

- You may wish to have students act out one of the nursery rhymes at the end of the lesson.
- Consider bringing in different kinds of fabric, thread, and yarn for students to examine.

## CORE VOCABULARY

**garments, n.** pieces of clothing

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

Variation(s): garment

**loom, n.** a machine used to weave 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 making thread

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

Variation(s): spindle

**spinners, n.** tradespeople who make yarn or thread 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

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

Variation(s): weaver

**Vocabulary Chart for “The Cloth Makers: Spinners and Weavers”**

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	spindles spinners weavers	garments	
Multiple Meaning	loom		
Sayings and Phrases	cotton boll by hand spinning wheel		

**Lesson 4: The Cloth Makers: Spinners and Weavers**

# Introducing the Read-Aloud



**Speaking and Listening:** Students will identify the term *cloth* and describe differences between where people got their clothing in colonial times and where we get our clothing today.

**TEKS K.1.C**

## ESSENTIAL BACKGROUND INFORMATION OR TERMS

- Review the previous Read-Aloud about the miller and the baker, asking the students the names of the three tradespeople who help to make bread. (*The farmer, miller, and baker help to make bread.*)
- Tell students that today they will learn about tradespeople who help make clothes.
- Refer to the KWL chart you prepared earlier.
- 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.
- Tell students you will complete the 'L' column in a later lesson.
- Explain to students that clothing is made out of fabric or cloth.
- Tell students that today's Read-Aloud will teach them about how cloth was made long ago in colonial towns.

### Challenge

Ask students to explain the difference between clothing and cloth. (*Clothing is made from cloth, which has to be made first.*)

**TEKS K.1.C** Share information and ideas by speaking audibly and clearly using the conventions of language.

- 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.
  - Explain that 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.
- 



### Check for Understanding

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**Stand Up/Sit Down:** Clothing is made out of cloth. (*stand up*)

Most of our clothes are made by hand today. (*sit down*)

In colonial times, most clothes were made by hand. (*stand up*)

There were lots of factories in colonial times. (*sit down*)

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### Support

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Explain that a factory is a very big building with lots of machines and people that work to make a large number of items quickly.



ENGLISH  
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### Speaking and Listening

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### Exchanging Information and Ideas

#### Beginning

Ask students yes/no questions about the similarities and differences between where people got clothing in colonial times and where we get clothing today.

#### Intermediate

Encourage students to build on what the previous student has said about the similarities and differences between clothing in colonial times and today.

#### Advanced/ Advanced High

Challenge students to say something more about what the previous student has said about the similarities and differences between clothing in colonial times and today.

**ELPS 2.G; ELPS 3.D;  
ELPS 3.E**

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## Lesson 4: The Cloth Makers: Spinners and Weavers

# Read-Aloud



**Reading:** Students will describe how clothing was made in colonial times.

**TEKS K.8.D.i; TEKS K.8.D.iii**

**Language:** Students will demonstrate an understanding of the Tier 2 word *garments*.

**TEKS K.3.B**

### 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 carefully to find out how cloth was made in colonial times.

### “THE CLOTH MAKERS: SPINNERS AND WEAVERS” (15 MIN.)



#### 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** or pieces of clothing 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.

**TEKS K.8.D** Recognize characteristics and structures of informational text, including (i) the central idea and supporting evidence with adult assistance; (iii) the steps in a sequence with adult assistance; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.



### 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.

### Support

Have students explain why farmers shear their sheep.



### 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. [Point to the boll in the image.] 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.



### Show Image 4A-4: Spindle, carder

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. [Point to the carder in the picture.] 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.

Once the fiber was combed, the women might dye the cotton or wool different colors using the juice from different plants or berries. Dyes back then were homemade too. 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.

Next, women making their own clothes at home used small wooden **spindles** like this one to twist the clean fibers into thread. [Point to the spindle in the picture.] Women turned the spindle by hand to make yarn that was much stronger than a single fiber of cotton, flax, or wool. What were the first two steps in making cloth from cotton, flax, or wool?

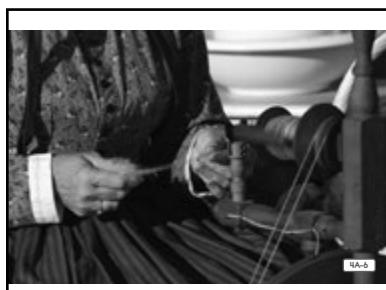


### Show Image 4A-5: Spinning wheel

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 thread from a spinner, a tradesperson who turned cotton, flax, or wool into thread using a spinning wheel.

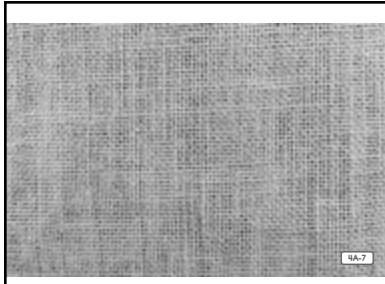
The spinning wheel not only has a spindle attached to it, but it also has a big wheel and a foot pedal called a treadle (/tred\*əl/). [Point to the treadle in the image.] The spinner would step on the treadle to make the big wheel spin; this was called treadling.



### Show Image 4A-6: Woman spinning

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

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.

*[Check to see if anyone is wearing clothing*

*with clearly visible rows.]* 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

*[Point to the loom as you read.]*

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.

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



### Show Image 4A-9: Modern cloth-making factory

Today, cloth is made in factories by machines, but these machines spin and weave just like the tradespeople did long ago. *If you've ever been to a fabric store, you've seen many different types of fabric that have been made by machines.* 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.

## Support

If students have difficulty responding to questions, reread pertinent lines of the Read-Aloud and/or refer to specific images.

ENGLISH  
LANGUAGE  
LEARNERS



Speaking and  
Listening

Offering Opinions

### Beginning

Provide students with sentence frames using a small set of learned phrases (e.g., “I would have liked to be ... because ...”).

### Intermediate

Provide students with sentence frames using an expanded set of learned phrases (e.g., “I would have liked to be a spinner because ...”).

### Advanced/ Advanced High

Provide minimal support and guidance for open responses.

ELPS 2.C; ELPS 3.B;  
ELPS 4.J

## Check for Understanding



**Recall:** What is the main topic of the Read-Aloud? (*The main topic is how cloth was made in colonial times.*)

What plants could be used to make cloth? (*cotton and flax*)

What animal also provided material for cloth? (*sheep*)

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*)

## COMPREHENSION QUESTIONS (10 MIN.)

1. **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.*)
2. **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 was good for small jobs.*)
  - **Inferential.** Which tool was good for large jobs? (*A spinning wheel was good for large jobs.*)
3. **Inferential.** What could you buy from a tradesperson who was a spinner? (*You could buy yarn or thread.*)
  - **Inferential.** Could you buy cloth from a spinner? (*no*) Why not? (*Spinners made yarn or thread only.*)
4. **Literal.** What did a weaver do? (*The weaver wove thread or yarn into cloth.*)
  - **Literal.** What machine did a weaver use to make large pieces of cloth? (*The weaver used a loom.*)
5. **Evaluative.** Think-Pair-Share: Would you rather be a spinner or a weaver? Why? (*Answers may vary, but should include support from the Read-Aloud.*)

## WORD WORK: GARMENTS (5 MIN.)

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.** 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.”

- socks (*Socks are garments.*)
- dresses (*Dresses are garments.*)
- toys (*Toys are not garments.*)
- shirts (*Shirts are garments.*)
- books (*Books are not garments.*)

### Challenge

Have students name additional items that are garments or not garments.

## Lesson 4: The Cloth Makers: Spinners and Weavers

# Application



**Speaking and Listening:** Students will use drawing to illustrate and retell a nursery rhyme about a tradesperson.



**TEKS K.6.B; TEKS K.8.B**



**NURSERY RHYMES ACTIVITY**

**TEKS K.8.B**

- Explain that 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 three nursery rhymes about tradespeople who made bread or cloth.
- Review with students the following tradespeople and their roles: miller, baker, spinner, and weaver.
- Remind students about the echo technique used in earlier domains, particularly *Nursery Rhymes and Fables*.
- 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 should 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.*



**TEKS K.6.B** Provide an oral, pictorial, or written response to a text; **TEKS K.8.B** Discuss rhyme and rhythm in nursery rhymes and a variety of poems.



## Speaking and Listening

### Exchanging Information and Ideas

#### Beginning

Reframe questions as simple yes/no questions (e.g., “Is the tradesperson in this nursery rhyme the miller?”).

#### Intermediate

Provide students with a specific sentence frame (e.g., “The tradesperson in this nursery rhyme is . . .”).

#### Advanced/

#### Advanced High

Encourage students to use key details in complete sentences (e.g., “The tradesperson in this nursery rhyme is the miller, who turns grain into flour.”).

**ELPS 2.C; ELPS 2.E;  
ELPS 3.D; ELPS 4.K**

## Challenge

Ask students what tool a baker uses to roll the dough. Have students discuss other tools the baker uses to make bread.

- Now read the rhyme line by line, using the echo technique.
- Ask students which words rhyme in the poem. (*corn, morn*)
- 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.
- Explain that this rhyme describes a baker who is working with dough, patting it, rolling it, and marking it before baking it.
- 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 using the echo technique.
- Ask students what words rhyme in this poem. (*man and can; B and me*)
- Ask students to name the tradesperson mentioned in this nursery rhyme.
- 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.
- Tell students 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 using the echo technique.
  - Ask students to name the tradesperson mentioned in this nursery rhyme.
  - If time permits, repeat these rhymes again, leaving out the rhyming words at the ends of the lines for students to fill in. Then discuss with students the rhythm in each of the nursery rhymes.
  - You may also want to pair up students and teach them the hand motions to “Pat-a-Cake.”
- 



#### Exit Pass

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Have students draw a scene from one of the nursery rhymes.

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End Lesson

## 5

**COLONIAL TOWNS AND TOWNSPEOPLE**

# Dressmakers, Tailors, Hatters, and Cobblers

**PRIMARY FOCUS OF LESSON****Speaking and Listening**

Students will identify differences between buying clothes in colonial times and buying clothes today.

 **TEKS K.1.C; TEKS K.5.E; TEKS K.5.H; TEKS K.6.A****Reading**

Students will identify the different types of tradespeople associated with making clothes and will describe their jobs and tools using key details.

 **TEKS K.5.F; TEKS K.6.C****Language**

Students will demonstrate an understanding of the Tier 2 word *measure*.

 **TEKS K.3.C****Speaking and Listening**

Students will act out the Read-Aloud and provide an oral statement demonstrating knowledge of tradespeople.

 **TEKS K.1.C; TEKS K.12.E****FORMATIVE ASSESSMENT****Exit Pass**

**Oral** Students will provide an oral statement demonstrating knowledge of tradespeople.

 **TEKS K.1.C; TEKS K.12.E** **TEKS K.1.C** Share information and ideas by speaking audibly and clearly using the conventions of language; **TEKS K.5.E** Make connections to personal experiences, ideas in other texts, and society with adult assistance; **TEKS K.5.H** Synthesize information to create new understanding with adult assistance; **TEKS K.6.A** Describe personal connections to a variety of sources; **TEKS K.5.F** Make inferences and use evidence to support understanding with adult assistance; **TEKS K.6.C** Use text evidence to support an appropriate response; **TEKS K.3.C** Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations; **TEKS K.12.E** Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Introducing the Read Aloud (10 min.)</b>			
Essential Background Information or Terms	Whole Group	10 min.	<input type="checkbox"/> Image Card 19 <input type="checkbox"/> Venn Diagram
<b>Read-Aloud (30 min.)</b>			
Purpose for Listening “Dressmakers, Tailors, Hatters, and Cobblers”	Whole Group	30 min.	<input type="checkbox"/> Flip Book: 5A-1–5A-9
Comprehension Questions			
Word Work: <i>Measure</i>			
<b>This is a good opportunity to take a break.</b>			
<b>Application (20 min.)</b>			
KWL Chart	Whole Group	20 min.	<input type="checkbox"/> KWL Chart (Digital Components)
On Stage			

## ADVANCE PREPARATION

### Introducing the Read-Aloud

- Display the Venn Diagram made in a previous lesson.

### Application

- Display the KWL chart made in a previous lesson.

### Universal Access

- Bring in sewing patterns for students to examine.
- Bring in other types of plans for students to see, such as a recipe or blueprints for a house.

## 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

Example: I chose a black fabric for my costume.

Variation(s): fabrics

**fastened, v.** joined together; attached

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, length, or weight of something

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

Variation(s): measures, measured, measuring

**patterns, n.** plans made of paper to be used when making something, such as a dress

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

**Vocabulary Chart for “Dressmakers, Tailors, Hatters, and Cobblers”**

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	breeches fabric ( <i>fábrica</i> )	fastened	
Multiple Meaning		measure ( <i>medir</i> ) patterns	
Sayings and Phrases	custom made/made-to-order measuring tape		

**Lesson 5: Dressmakers, Tailors, Hatters, and Cobblers**

# Introducing the Read-Aloud



**Speaking and Listening:** Students will identify differences between buying clothes in colonial times and buying clothes today.

 **TEKS K.1.C; TEKS K.5.E; TEKS K.5.H; TEKS K.6.A**

## ESSENTIAL BACKGROUND INFORMATION OR TERMS

**TEKS K.5.E;  
TEKS K.6.A**

- Tell students that today you are going to discuss how clothing is made.
- Explain that today's stores have a lot of clothes in a variety of sizes and styles ready to buy when customers come to the store.
- Show the following Image Card to prompt discussion: Modern Shopper (19)
- Tell students that most stores have clothes for boys and girls, in addition to shoes, hats, and any other garments you might need.
- Explain that 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, using the following questions to prompt discussion:
  - Do you go to a store to buy your clothes?
  - Do you try on your clothes before you buy them?
  - Are there usually a variety of styles and colors in the store to choose from?
- Explain that most of today's garments are made in factories where people use machines to make many garments very quickly. This means there are a lot of colors, styles, and sizes to choose from.
- Tell students that in colonial times, making even just one dress or shirt took a lot of time and effort, even for an expert tradesperson.

## Support

Remind student that the word *garments* means clothes.

 **TEKS K.1.C** Share information and ideas by speaking audibly and clearly using the conventions of language; **TEKS K.5.E** Make connections to personal experiences, ideas in other texts, and society with adult assistance; **TEKS K.5.H** Synthesize information to create new understanding with adult assistance; **TEKS K.6.A** Describe personal connections to a variety of sources.

- Explain that 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.
- Explain that this is called made-to-order or a custom order, because it is made in a specific way for a specific customer.
- Tell students that made-to-order clothing usually took many days, even weeks, between the time the customer first came into the shop and ordered a garment and when they actually took home the completed clothing.
- Ask students to imagine what it would be like to buy clothes without even seeing a sample first.
- Explain that in colonial times, 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.
- Tell students that 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.
- Refer to the Venn Diagram and make note of the similarities and differences that you have just discussed between shopping for clothes today and in colonial times.

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## Challenge

Ask students whether they think people in colonial times had a lot of clothes. Why or why not?



ENGLISH  
LANGUAGE  
LEARNERS

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## Speaking and Listening

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### Exchanging Information and Ideas

#### Beginning

Ask students yes/no questions about clothes and encourage them to ask their own questions about clothes.

#### Intermediate

Encourage students to build on what the previous student has said about clothes.

#### Advanced/ Advanced High

Challenge students to say something more about what the previous student has said about clothes.

**ELPS 2.C; ELPS 3.B;  
ELPS 3.E**



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## Check for Understanding

**Thumbs-Up/Thumbs-Down:** In colonial times, customers could look at different types of clothing hanging in the store and try on their own sizes just like we do today. (*thumbs-down*)

In colonial times, clothing was made-to-order. (*thumbs-up*)

It took a long time to make clothes in colonial times. (*thumbs-up*)

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## Lesson 5: Dressmakers, Tailors, Hatters, and Cobblers

# Read-Aloud



**Reading:** Students will identify the different types of tradespeople associated with making clothes and will describe their jobs and tools using key details.



**TEKS K.5.F; TEKS K.6.C**

**Language:** Students will demonstrate an understanding of the Tier 2 word *measure*.



**TEKS K.3.C**

### PURPOSE FOR LISTENING

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

### “DRESSMAKERS, TAILORS, HATTERS, AND COBBLERS” (15 MIN.)



SA-1

#### Show Image 5A-1: Group of people walking from 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. *Think how much time farmers' wives could save if they bought dresses instead of making them!*



**TEKS K.5.F** Make inferences and use evidence to support understanding with adult assistance; **TEKS K.6.C** Use text evidence to support an appropriate response; **TEKS K.3.C** Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.



SA-2

### Show Image 5A-2: Colonial clothes

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. **What does made-to-order mean?** If a woman was very wealthy, she might even order a dress from England.



SA-3

### 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. **Patterns were plans made of paper used when making something, such as a dress.** The woman could choose the pattern and

**fabric** she liked best. **Fabric is cloth that comes in a variety of colors and materials.**

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

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

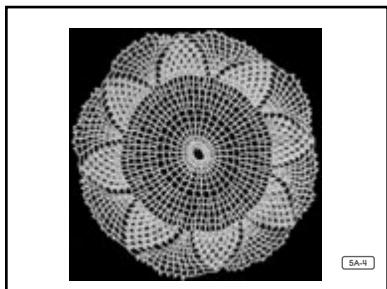
The measurements told the dressmaker how much cloth would be needed for the dress. The dressmaker would then cut the cloth into pieces according to the shape of the patterns. After all the pieces were cut, the dressmaker would hand stitch or sew the pieces together using a fine needle and thread. Remember,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

### Support

Show students the sewing pattern you brought to class.

### Challenge

Ask students if they can think of other professions that use plans to make a product. (Answers may vary, but may include architects, house builders, engineers, chefs, etc.).



#### 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**. *Fastened means joined together.* together with glue that the hatter mixed himself. As with clothing, people could not simply walk into a hat shop and walk out with a hat on the same day. Instead, a customer chose the particular style of hat, had their head measured by the hatter, and came back days or weeks later, when the hat was done.



SA-7

### 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.



SA-8

### 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.



SA-9

### 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!

## Support

If students have difficulty responding to questions, reread pertinent lines of the Read-Aloud and/or refer to specific images.

ENGLISH  
LANGUAGE  
LEARNERS



Speaking and  
Listening

Exchanging Information  
and Ideas

### Beginning

Ask students yes/no questions about the tailor's job.

### Intermediate

Encourage students to build on what the previous student has said about the tailor's job.

### Advanced/ Advanced High

Challenge students to say something more about what the previous student has said about the tailor's job.

**ELPS 2.G; ELPS 3.E;  
ELPS 3.F**



## Check for Understanding

**Recall:** Which tradespeople made clothes for women? (*dressmaker and tailor*)

Which tradesperson made clothes for men? (*tailor*)

Which tradesperson made hats? (*hatter*)

Which tradesperson made or fixed shoes? (*cobbler*)

## COMPREHENSION QUESTIONS (10 MIN.)

1. **Inferential.** Describe what a dressmaker did when a customer came to her shop and ordered a dress. (*The dressmaker took measurements, offered a choice of fabrics and patterns, cut and sewed pieces together.*)
2. **Inferential.** What was a dress pattern used for? (*The dress pattern was used to show customers different styles and to cut the right shapes and sizes out of fabric.*)
  - **Inferential.** Why was a measuring tape an important tool in making clothing? (*A measuring tape was important because the person must be measured carefully to make sure that clothes would fit.*)
3. **Literal.** What materials did a hatter use to make hats? (*The hatter might use beaver skin, wool, camel fur, and glue.*)
4. **Inferential.** Why did cobblers often fix old shoes instead of making new shoes? (*New shoes were expensive.*)
  - **Literal.** What material were shoes made out of? (*Shoes were made out of leather.*)
5. **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.*)

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### WORD WORK: MEASURE (5 MIN.)

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, length, 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.** 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.”

- 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.*)
- Mary uses a ruler to see how long her desk is. (*That is a way to measure.*)
- 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.*)
- The baby puts the measuring tape in her mouth. (*That is not a way to measure.*)
- 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.*)

## Support

Reread sections of the Read-Aloud and show pictures to review the process by which clothing was made in towns long ago.

### ENGLISH LANGUAGE LEARNERS



### Speaking and Listening

#### Listening Actively

##### Beginning

Refer to the KWL chart and ask students questions to help them recall general details from the previous Read-Alouds.

##### Intermediate

Ask students questions to help them recall more specific details from the previous Read-Alouds.

##### Advanced/ Advanced High

Encourage students to recall details from the previous Read-Alouds with minimal prompting or support.

**ELPS 2.E; ELPS 2.G;**  
**ELPS 3.B**

## Lesson 5: Dressmakers, Tailors, Hatters, and Cobblers Application



**Speaking and Listening:** Students will act out the Read-Aloud and provide an oral statement demonstrating knowledge of tradespeople.

**TEKS K.1.C; TEKS K.12.E**

### KNOW-WONDER-LEARN CHART (5 MIN.)

- Tell students that you will complete 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.
- Add the remaining information to the chart during the discussion.

### ON STAGE (15 MIN.)

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

**TEKS K.1.C** Share information and ideas by speaking audibly and clearly using the conventions of language; **TEKS K.12.E** Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

- Repeat with the following verses about the weaver, the dressmaker, the tailor, the hatter, and the cobbler. Encourage students to sing clearly and with appropriate volume, using actions to convey the meaning of the song. 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 the 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 the other, tapping the “nail.”]

### Challenge

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Have students come up with their own hand motions for each verse.



### Exit Pass

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Have students name a tradesperson and describe the item(s) they make and what types of tools are used in the process.

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End Lesson

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## 6

## COLONIAL TOWNS AND TOWNSPEOPLE

# The Elves and the Shoemaker

## PRIMARY FOCUS OF LESSON

**Speaking and Listening**

Students will identify and describe differences between selling goods in colonial times and selling goods today.

**TEKS K.1.C****Reading**

Students will discuss key details about a literary text.

**TEKS K.5.C; TEKS K.7.B; TEKS K.7.D****Language**

Students will demonstrate an understanding of the Tier 2 word *thrilled*.

**TEKS K.3.B****Writing**

Students will use drawing to describe different tradespeople and their trades.

**TEKS K.11.B**

## FORMATIVE ASSESSMENT

**Exit Pass**

**Drawing Activity** Students will draw four different tradespeople, using details and words to describe each trade.

**TEKS K.11.B**

**TEKS K.1.C** Share information and ideas by speaking audibly and clearly using the conventions of language; **TEKS K.5.C** Make and confirm predictions using text features and structures with adult assistance; **TEKS K.7.B** Identify and describe the main character(s); **TEKS K.7.D** Describe the setting; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS K.11.B** Dictate or compose informational texts.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Introducing the Read-Aloud (10 min.)</b>			
What Have We Already Learned?	Whole Group	10 min.	<input type="checkbox"/> Venn Diagram
<b>Read-Aloud (30 min.)</b>			
Purpose for Listening "The Elves and the Shoemaker"	Whole Group	30 min.	<input type="checkbox"/> Flip Book: 6A-1–6A-9
Comprehension Questions			
Word Work: <i>Thrilled</i>			
<b>This is a good opportunity to take a break.</b>			
<b>Application (20 min.)</b>			
Drawing Activity	Independent/ Partner	20 min.	<input type="checkbox"/> paper folded into four squares <input type="checkbox"/> drawing tools

## ADVANCE PREPARATION

### Introducing the Read-Aloud

- Display the Venn Diagram used in previous lessons.

### Application

- Help students fold their paper into four quarters.
- Prepare to divide students into pairs to exchange feedback for the drawing activity.

### Universal Access

- Bring in different types of shoes for students to examine.

## CORE VOCABULARY

**attractive, adj.** pretty or handsome

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 a shoemaker and his elves.

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: The dressmaker sold many dresses and became very rich.

Variation(s): richer, richest

**thrilled, adj.** extremely happy

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

Variation(s): none

**Vocabulary Chart for “The Elves and the Shoemaker”**

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	elves	attractive ( <i>atractivo</i> ) poor ( <i>pobre</i> ) rich ( <i>rico</i> ) thrilled	
Multiple Meaning			
Sayings and Phrases	thrilled to pieces no idea worn-out		

**Lesson 6: The Elves and the Shoemaker**

# Introducing the Read-Aloud



**Speaking and Listening:** Students will identify and describe differences between selling goods in colonial times and selling goods today.

**TEKS K.1.C**

## WHAT HAVE WE ALREADY LEARNED?

- Review the previous Read-Aloud about the four tradespeople who made garments for 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.
- Turn to the Venn diagram you used in previous lessons.
- Have students 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 today, usually the people who make the shoes we wear are not the same people who sell us those shoes.
- Tell students that the shoes we wear today 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.
- Explain that in towns from long ago, many tradespeople had to make their products in their shops as well as sell their products in their shops.
- Explain that 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.

**TEKS K.1.C** Share information and ideas by speaking audibly and clearly using the conventions of language.



**ENGLISH  
LANGUAGE  
LEARNTERS**

Speaking and Listening

Exchanging Information and Ideas

**Beginning**

Ask students yes/no questions about the similarities and differences between selling clothing in colonial times and selling clothing today.

**Intermediate**

Encourage students to build on what the previous student has said about the similarities and differences between selling clothing in colonial times and today.

**Advanced/  
Advance High**

Challenge students to say something more about what the previous student has said about the similarities and differences between selling clothing in colonial times and today.

**ELPS 2.G; ELPS 3.E;  
ELPS 3.F**

**Support**

Explain that a factory is a very big building with lots of machines and people that work to make a large number of items quickly.

## Challenge

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Have students pretend they are selling shoes. What would they say? What kinds of tactics would they use?

- Use the following questions to prompt discussion:
    - 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?
    - What if a cobbler made beautiful shoes, but didn't like to talk to customers?
  - Explain that running a shop and making sure customers bought your product was hard work—sometimes harder work than making your product!
- 

### Check for Understanding

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**One-Word Answer:** What is the name of the tradesperson who makes shoes? (*cobbler*)

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## Lesson 6: The Elves and the Shoemaker Read-Aloud



**Reading:** Students will discuss key details about a literary text.

**TEKS K.5.C; TEKS K.7.B; TEKS K.7.D**

**Language:** Students will demonstrate an understanding of the Tier 2 word *thrilled*.

**TEKS K.3.B**

### PURPOSE FOR LISTENING

- Tell the students that they are going to hear a fictional story about a once-successful shoemaker who became poor.
- Tell them to listen carefully to find out how the shoemaker once again became successful and who helped him. As you read, stop and use the prediction prompts to get students thinking about what might happen next. **TEKS K.5.C**

### **“THE ELVES AND THE SHOEMAKER” (15 MIN.)**

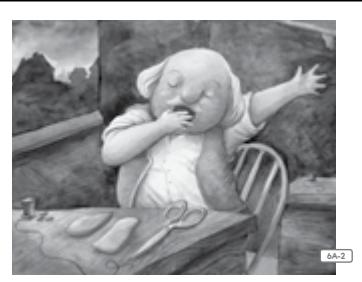
**TEKS K.5.C**



#### Show Image 6A-1: People passing by poor shoemaker’s shop

Once there was a shoemaker who had grown very **poor** over the course of several years. *He didn't have much money.* The shoemaker had been good at his trade; he made **attractive** or *pretty or handsome* 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

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. *What supplies or materials does he need to make a pair of shoes?* Since people had stopped buying his shoes, he wasn't making

**TEKS K.5.C** Make and confirm predictions using text features and structures with adult assistance; **TEKS K.7.B** Identify and describe the main character(s); **TEKS K.7.D** Describe the setting; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

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.

*People who couldn't afford their own house lived together in a place called the poorhouse.* 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. *What do you think will happen to the poor shoemaker?*



#### Show Image 6A-3: New pair of shoes

The next morning, he rubbed his eyes, kissed his wife good morning, and went directly to his shop to work on that last pair of shoes. When he entered his shop, he stopped 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. *Wow! Where do you think the finished shoes came from?*

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. *or with thanks* As soon as the man walked out of the shop, the shoemaker clicked his heels, kissed his wife, and ran out the door to go to the leather shop. With the money he'd just been paid, he was able to buy enough leather for two new pairs of shoes.

Later that day, the shoemaker cut out the pieces to make two new pairs of shoes. But he was tired, so he yawned, kissed his wife goodnight, and went to bed.



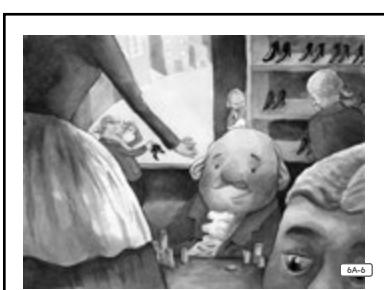
#### Show Image 6A-5: Two new pairs of shoes

In the morning, the shoemaker found two new pairs of shoes, just like the pair he had found the day before. The stitching on both pairs was just as neat and attractive as the stitching on the previous pair, and the style was just as interesting. He put the two new pairs in the front window 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.

Again, he cut out the leather and went to bed. *What do you think will happen?* And, in the morning he found four new pairs of shoes. *Were your predictions correct?* 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. *Now he had a lot of money!* One evening, just as he was about to kiss his wife goodnight, he suggested to her that they stay up and find out who was

responsible for making all these shoes that had made them so rich. His wife thought that was a good idea, so the two of them hid in a dark corner of the shop and struggled to stay awake. *What or who do you predict they'll see?*



### Show Image 6A-7: Shoemaker, wife, and elves

At about midnight, they saw two little **elves** enter the shop. *Elves are small magical characters or fairies.* 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,

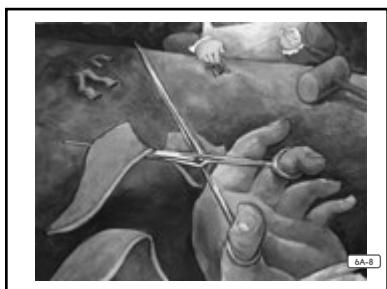
they lined the shoes up neatly into pairs and then quietly left the shop.

*Is this what you predicted?*

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. *or pants* 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. *How do you think the elves will react?*



### Show Image 6A-9: Elves

At midnight, the two elves entered the shop. They saw their new clothes and looked **thrilled** to pieces. *Do you think thrilled means really happy or really sad?* They quickly put everything on. Then they danced together.

"We are two fine *or fancy* 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.

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#### Check for Understanding

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**Recall:** Who are the main characters in this story?  
(*the shoemaker, his wife, the elves*)

How do the elves feel about their new clothes?  
(*thrilled; very happy*)

What is the setting of this story, or where does it take place?  
(*the shoemaker's shop*)

What material does the shoemaker use to make his shoes?  
(*leather*)

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#### Support

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If students have difficulty responding to questions, reread pertinent lines of the Read-Aloud and/or refer to specific images.

#### COMPREHENSION QUESTIONS (10 MIN.)

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1. **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? (*He finds a pair of stylish shoes.*)
2. **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.*)
3. **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.*)
4. **Inferential.** Why do the elves stop making the shoes? (*They think they look like fine gentlemen who don't need to work.*)

Speaking and  
Listening

## Offering Opinions

**Beginning**

Provide students with sentence frames using a small set of learned phrases (e.g., “This story could not have happened because . . .”).

**Intermediate**

Provide students with sentence frames using an expanded set of learned phrases (e.g., “Some parts of this story could not have happened because . . .”).

**Advanced/  
Advanced High**

Provide minimal support and guidance for open responses.

**ELPS 2.E; ELPS 3.G;  
ELPS 4.J**

## Challenge

Have students come up with synonyms and antonyms for the word *thrilled*.

5. **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, but may include that parts of the story could have happened. For example, there could have been a shoemaker whose business had ups and downs. However, elves could not have really helped the cobbler make shoes because elves are make-believe.*)

**WORD WORK: THRILLED (5 MIN.)**

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?

**Use a Discussion activity for follow-up.** Have students turn to a partner and share about times when they have been thrilled. Remind them to use the word *thrilled* in complete sentences as they talk.

# Lesson 6: The Elves and the Shoemaker

# Application



## Support

If students have difficulty, then tell them what to draw one square at a time. When they finish the cobbler, then tell them to draw a blacksmith, etc.



**TEKS K.11.B**

### DRAWING ACTIVITY

- Have students fold a piece of paper into quarters. Help them label each square with a number, starting with a 1 in the upper left corner and moving clockwise around the paper.
- Tell students that they are going to draw a tradesperson in each square.
- Tell students to include as many details as possible, including what the tradesperson is wearing, what sorts of tools they use, and what they make.
- Ask students to draw a cobbler in the first square, a blacksmith in the second square, a dressmaker in the third square, and a miller in the fourth square.
- Circulate around the room, asking questions and prompting students to add more detail.
- Have students trade papers with a partner and suggest details that might be added to the drawing.
- Call on students to share their drawings and describe what they've created.

End Lesson

## Challenge

Have students label their drawings with words and short phrases.



ENGLISH  
LANGUAGE  
LEARNERS

## Writing

### Writing

#### Beginning

Have students use phrases and familiar vocabulary to describe their drawing.

#### Intermediate

Have students describe their drawing using short sentence(s).

#### Advanced/ Advanced High

Have students describe their drawing using longer, more detailed sentence(s).

**ELPS 3.B; ELPS 5.B**



**TEKS K.11.B** Dictate or compose informational texts.

# Pausing Point

## NOTE TO TEACHER

You should pause here and spend two days 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 that you use the Mid-Domain Assessment to assess students' knowledge of *Colonial Towns and Townspeople*.

The other activities may be done in any order. You may wish to do one activity on successive days. 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 differences between “towns” and “the country” during the colonial period
- Explain that 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
- 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
- Explain how the tradespeople in colonial towns saved farming families time and effort
- Identify, and associate with the appropriate trade, the tools used by colonial tradespeople
- Describe the miller and baker in a colonial town

- Identify corn and wheat as the original plant products needed to make flour
- Describe spinners and weavers in a colonial town
- Identify cotton, flax, and wool as the original plant or animal products needed for making cloth
- Describe the process of making cloth from cotton, flax, or wool
- Describe dressmakers, tailors, hatters, and cobblers in a colonial town
- 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

### MID-DOMAIN ASSESSMENT

#### Tradespeople Assessment (Activity Page 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*)

Activity Page PP.1



## ACTIVITIES

### Image Review

- Show the images from any Read-Aloud again, and have students retell the Read-Aloud using the images.

### Image Card Review

#### Image Cards 1–10



#### 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 they are 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.

### 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, weaver, tailor, hatter, or cobbler. 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 tailor’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 clay or real dough

where students work the dough with their hands. (Review the word *kneaded* and the steps a baker takes to turn flour into dough, and then into bread.) As you introduce the tools of the trade, ask students which tradesperson uses that tool and what that person does.

### **Domain-Related Trade Book**

#### **Materials: Trade book**

- Read an additional trade book to review a particular event.
- 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.

### **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.

**COLONIAL TOWNS AND TOWNSPEOPLE**

# The House Builders: Bricklayers, Masons, and Carpenters

**PRIMARY FOCUS OF LESSON****Speaking and Listening**

Students will identify the types of material used to build houses and the names of the corresponding tradespeople.

**TEKS K.1.C; TEKS K.6.F****Reading**

Students will use key details to describe how houses were built in colonial times.

**TEKS K.5.F****Language**

Students will demonstrate an understanding of the Tier 2 word *patiently*.

**TEKS K.3.B**

Students will demonstrate an understanding of the phrase “better safe than sorry.”

**TEKS K.3.B****Speaking and Listening**

Students will identify and describe the building tradespeople and their jobs.

**TEKS K.1.C; TEKS K.6.B; TEKS K.6.F****FORMATIVE ASSESSMENT****Exit Pass**

**Drawing Activity** With guidance from the teacher, students will match tradespeople with their trades.

**TEKS K.6.B**

**TEKS K.1.C** Share information and ideas by speaking audibly and clearly using the conventions of language; **TEKS K.6.F** Respond using newly acquired vocabulary as appropriate; **TEKS K.5.F** Make inferences and use evidence to support understanding with adult assistance; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS K.6.B** Provide an oral, pictorial, or written response to a text.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Introducing the Read-Aloud (10 min.)</b>			
Essential Background Information or Terms	Whole Group	10 min.	<input type="checkbox"/> Flip Book: 7A-7 <input type="checkbox"/> Image Card 20
<b>Read-Aloud (30 min.)</b>			
Purpose for Listening "The House Builders: Bricklayers, Masons, and Carpenters"	Whole Group	30 min.	<input type="checkbox"/> Flip Book: 7A-1–7A-7
Comprehension Questions			
Word Work: <i>Patiently</i>			
<b>This is a good opportunity to take a break.</b>			
<b>Application (20 min.)</b>			
Sayings and Phrases: Better Safe Than Sorry	Independent	20 min.	<input type="checkbox"/> note cards <input type="checkbox"/> drawing tools
On Stage			
<b>Take-Home Material</b>			
Family Letter			<input type="checkbox"/> Activity Page 7.1

## ADVANCE PREPARATION

### Introducing the Read-Aloud

- Bring in building materials, such as a brick, a block of wood, and a stone, for the students to examine.

### Note to Teacher

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.

### Application

- Prepare a large space either in the classroom or elsewhere in the school for the On Stage activity. This activity is best done in a large space so students can visualize the house you are building.

### Universal Access

- Gather different books about colonial buildings or architecture to pass around the class. The school or local library may be a good resource.

## CORE VOCABULARY

**chisel, n.** a 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.** 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.** calmly

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

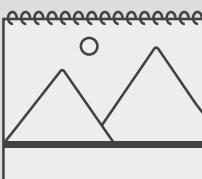
Example: It's important to clean your trowel before the mortar dries and sticks to it.

Variation(s): trowels

**Vocabulary Chart for “The House Builders: Bricklayers, Masons, and Carpenters”**

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	chisel ( <i>cincel</i> ) mason ( <i>masón</i> ) mortar trowel	patiently ( <i>pacientemente</i> )	
Multiple Meaning			
Sayings and Phrases	better safe than sorry construction workers measure twice; cut once		

## Flip Book 7A-7



## Challenge

Explain that colonial is also a term used to describe the style of house built during colonial times. Colonial-style homes are still built today, even though we live in a different time period. Ask students if they can identify some of the features of a colonial house (e.g., brick exterior, white columns, shutters, symmetry, etc.).

## Image Card 20



## Support

Have students work in pairs to figure out which tradespeople would work on different portions of the house.

## Lesson 7: The House Builders: Bricklayers, Masons, and Carpenters



# Introducing the Read-Aloud

**Speaking and Listening:** Students will identify the types of material used to build houses and the names of the corresponding tradespeople.

**TEKS K.1.C; TEKS K.6.F**

## ESSENTIAL BACKGROUND INFORMATION OR TERMS

- 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: Colonial house and modern house

- 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

- Explain that today we sometimes call all of these tradespeople construction workers.

### Show Image 7A-7 again

- Tell students that the picture on the right is an example of a modern house like those they might see today.
- Have students 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.
- Ask students how houses today are similar or different to the one shown in the picture.

**TEKS K.1.C** Share information and ideas by speaking audibly and clearly using the conventions of language; **TEKS K.6.F** Respond using newly acquired vocabulary as appropriate.



### Check for Understanding

**One-Word Answer:** What is the name of the tradesperson that works with wood? (*carpenter*)

What is the name of the tradesperson that works with brick?  
(*bricklayer*)

What is the name of the tradesperson that works with stone?  
(*mason*)



ENGLISH  
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### Speaking and Listening

Exchanging Information and Ideas

#### Beginning

Ask students yes/no questions, as well as prompt students to ask questions, about the similarities and differences between houses in colonial times and houses today.

#### Intermediate

Encourage students to build on what the previous student has said about the similarities and differences between houses in colonial times and houses today.

#### Advanced/

#### Advanced High

Challenge students to say something more about what the previous student has said about the similarities and differences between houses in colonial times and houses today.

**ELPS 2.G; ELPS 3.E;**

**ELPS 3.F**

## Lesson 7: The House Builders: Bricklayers, Masons, and Carpenters

# Read-Aloud



**Reading:** Students will use key details to describe how houses were built in colonial times.

 **TEKS K.5.F**

**Language:** Students will demonstrate an understanding of the Tier 2 word *patiently*.

 **TEKS K.3.B**

### 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” (15 MIN.)



#### 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. [Hold up the brick as you read about it.] 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** [Point to the trowel in the picture.] to spread the **mortar**. Mortar is a really gooey, sticky material made of sand, water, and a type of crushed rock called lime.

 **TEKS K.5.F** Make inferences and use evidence to support understanding with adult assistance; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

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.

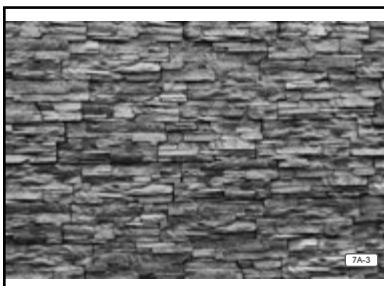


7A-2

### Show Image 7A-2: Stone chimney

A stonemason, or mason for short, builds walls and houses with stones. [Pick up the stone as you read about it.] 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? [Point to the mortar between the stones in the picture.]

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.



7A-3

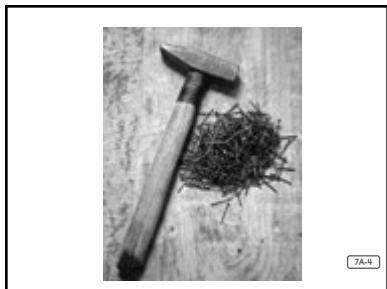
### Show Image 7A-3: Stone wall

Can you see how the stones in this wall have been carefully fitted together, like pieces in a puzzle? [Trace the outlines of the stones in the picture with your finger.] 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**, or tool used with a hammer to shape

stone **patiently** or *calmly* reshaping the stones so that each one would fit perfectly into its space alongside the others. A chisel is a tool used with a hammer to break off edges of stones. Why did the mason have to reshape the stones **patiently**? 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

Finally, can you tell what other material is used to build houses? [Pause for responses.] That's right: wood. And who works with wood? [Pause for responses.] 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

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, [Point to the ruler in the picture.] 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. 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.

*like your skeleton gives your body its shape*

The frame holds up the walls, the roof, the doors, and the windows.

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

This home was also built with the help of a bricklayer, mason, and carpenter. There is little difference between a bricklayer, mason, or carpenter today and these tradespeople from colonial times. Although we sometimes call them construction workers, bricklayers,

masons, and carpenters are each experts at working with one type of material. Bricklayers work with brick. The masons work with stone. And the carpenters work with wood. Construction workers today also use many of the same tools as the tradespeople from colonial times, except that some of the tools that they use today are battery powered or electrical.

## Support

If students have difficulty responding to questions, reread pertinent lines of the Read-Aloud and/or refer to specific images.

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Speaking and  
Listening

### Offering Opinions

#### Beginning

Provide students with sentence frames with a small set of learned phrases (e.g., “I would build my house with . . .”).

#### Intermediate

Provide students with sentence frames using an expanded set of learned phrases (e.g., “I would build my house with because . . .”).

#### Advanced/ Advanced High

Provide minimal support and guidance for open responses.

ELPS 2.C; ELPS 3.D;  
ELPS 3.G



## Check for Understanding

**One-Word Answer:** Which tradesperson builds using bricks? (*bricklayer*)

Which tradesperson builds houses or walls using stones? (*mason*)

Which tradesperson builds objects using wood? (*carpenter*)

## COMPREHENSION QUESTIONS (10 MIN.)

1. **Inferential.** What kinds of tools and other materials does a bricklayer use? (*A bricklayer uses a trowel, mortar, and bricks.*) How does a bricklayer build a house or wall with bricks? (*A bricklayer spreads mortar on bricks with a trowel, makes one row at a time, and then adds another row when the mortar dries.*)
2. **Inferential.** What kinds of tools or other materials does a stonemason use? (*A stonemason uses a chisel, a hammer, stones, and maybe a trowel and mortar.*) Describe how a mason builds with stones. (*A mason chips and shapes stones with a chisel and hammer and then fits them together like a puzzle.*)
3. **Inferential.** Carpenters don't use mortar. How do they fasten, or attach, pieces of wood together? (*Carpenters fasten wood together with a hammer and nails.*)
4. **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.*)
5. **Evaluative.** *Think Pair Share:* Do you remember the story of the “Three Little Pigs” you heard in the Stories domain? What were their houses built out of? (*They were 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, but should include support from the Read-Aloud.*)

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## WORD WORK: PATIENTLY (5 MIN.)

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 calmly.
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.** 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.”

- 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.*)
- a driver who lets another car go ahead of him before turning into a parking lot (*That person is waiting patiently.*)
- 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.*)
- 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.*)
- a girl who says, “Let me know when you’re finished playing with that toy,” and sits quietly nearby (*That person is waiting patiently.*)

## Lesson 7: The House Builders: Bricklayers, Masons, and Carpenters

# Application



**Language:** Students will demonstrate an understanding of the phrase “better safe than sorry.”

 **TEKS K.3.B**

**Speaking and Listening:** Students will identify and describe the building tradespeople and their jobs.

 **TEKS K.1.C; TEKS K.6.B; TEKS K.6.F**

### SAYINGS AND PHRASES: BETTER SAFE THAN SORRY (5 MIN.)

#### Support

Remind students about the meanings of the words *safe* and *sorry*.

#### Challenge

Ask students to think of other sayings and phrases they have learned in other domains.

- Ask students if they have ever heard anyone say, “better safe than sorry.”
- Have students repeat the saying.
- 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 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.
- 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 they weren’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 (15 MIN.)

- Tell students that you will all pretend to be bricklayers, stonemasons, and carpenters; together you will pretend to build a house.
- 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.

 **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS K.1.C** Share information and ideas by speaking audibly and clearly using the conventions of language; **TEKS K.6.B** Provide an oral, pictorial, or written response to a text; **TEKS K.6.F** Respond using newly acquired vocabulary as appropriate.

- 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.



**ENGLISH  
LANGUAGE  
LEARNERS**

### Speaking and Listening

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#### Selecting Language Resources

##### **Beginning**

Have students verbally share key words from the Read-Aloud.

##### **Intermediate**

Have students verbally craft a complete sentence based on the Read-Aloud.

##### **Advanced/ Advanced High**

Have students verbally craft a detailed sentence based on the Read-Aloud.

**ELPS 1.E; ELPS 3.E;  
ELPS 4.F; ELPS 4.K**



### Exit Pass

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Give each student a note card. Tell students you will name a tradesperson and students should draw the material the corresponds to the tradesperson. For example, if you say *cobbler*, the student would draw leather. Say the following trades and have students draw the materials on their note cards that correspond to each:

- carpenter (*block of wood*)
- mason (*stone*)
- bricklayer (*brick*)

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[End Lesson](#)

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## Lesson 7: The House Builders: Bricklayers, Masons, and Carpenters Take-Home Material

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### FAMILY LETTER

Activity Page 7.1

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- Send home Instructional Activity Page 7.1.

## 8

## COLONIAL TOWNS AND TOWNSPEOPLE

# The Blacksmith

## PRIMARY FOCUS OF LESSON

**Speaking and Listening**

Students will review the tradespeople who made houses in Colonial America and will identify the blacksmith as a tradesperson.

 **TEKS K.1.A; TEKS K.5.C****Reading**

Students will describe the job of a blacksmith and why it was important.

 **TEKS K.5.C; TEKS K.6.D****Language**

Students will demonstrate an understanding of the Tier 2 word *essential*.

 **TEKS K.3.B**

Students will demonstrate an understanding of the multiple meaning word *iron* and the question word *where*.

 **TEKS K.1.C; TEKS K.3.B; TEKS K.12.A**

## FORMATIVE ASSESSMENT

**Exit Pass**

**Oral** Students will generate questions about the Read-Aloud using the word *where*.

 **TEKS K.1.C; TEKS K.12.A** **TEKS K.1.A** Listen actively and ask questions to understand information and answer questions using multi-word responses; **TEKS K.5.C** Make and confirm predictions using text features and structures with adult assistance; **TEKS K.6.D** Retell texts in ways that maintain meaning; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS K.1.C** Share information and ideas by speaking audibly and clearly using the conventions of language; **TEKS K.12.A** Generate questions for formal and informal inquiry with adult assistance.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Introducing the Read-Aloud (10 min.)</b>			
What Have We Already Learned?	Whole Group	10 min.	<input type="checkbox"/> iron objects
<b>Read-Aloud (30 min.)</b>			
Purpose for Listening "The Blacksmith"	Whole Group	30 min.	<input type="checkbox"/> Flip Book: 8A-1–8A-7
Comprehension Questions			
Word Work: <i>Essential</i>			
<b>This is a good opportunity to take a break.</b>			
<b>Application (20 min.)</b>			
Multiple Meaning Word Activity	Whole Group	20 min.	<input type="checkbox"/> Poster 5M: Iron (Flip Book) <input type="checkbox"/> Flip Book: 5A-5, 5A-9, 8A-1
Syntactic Awareness Activity			

## ADVANCE PREPARATION

### Read-Aloud

- Bring in objects made of iron to show to students.

### Notes to Teacher

In the Syntactic Awareness Activity, there may be variations in the sentences created by your class. Allow for these variations and restate students' sentences so that they are grammatical.

### Application

- Prepare Multiple Meaning Word Poster 5M for display.
- Prepare to divide students into pairs for the Multiple Meaning Word Activity.

## Universal Access

- Bring in objects made of different materials, such as iron, wood, and stone. Have students sort them into categories based on the tradespeople that work with these materials.

### 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, such as gold or iron, that conducts heat and can be melted and reshaped into useful objects

Example: My belt buckle is made out of metal, so it's hard and shiny.

Variation(s): metals

**Vocabulary Chart for “The Blacksmith”**

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	horseshoes	essential ( <i>esencial</i> ) metal	
Multiple Meaning	forge ( <i>forja</i> )		
Sayings and Phrases	red-hot		

**Lesson 8: The Blacksmith**

# Introducing the Read-Aloud



**Speaking and Listening:** Students will review the tradespeople who made houses in Colonial America and will identify the blacksmith as a tradesperson.

 **TEKS K.1.A; TEKS K.5.C**

## WHAT HAVE WE ALREADY LEARNED?

### Support

Show images of colonial houses and the different tradespeople to prompt discussion.

### Challenge

Ask students to make predictions about what kind of job could help everyone else do theirs well.

- 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.
- Tell students that they have learned so far how all the tradespeople in a town were important in their own ways.
- Explain that while everyone had a special job to do, there was one person who made it possible for many of these people to do their jobs.
- Ask students to identify what the tradespeople need to do their jobs, getting them to understand the concept of tools and encourage them to make predictions about what kind of tradesperson could help other tradespeople get their tools.
- Tell students that the blacksmith made iron into tools and was, therefore, very important because he helped everyone else do their jobs.  **TEKS K.5.C**
- Tell students that they will learn about the blacksmith in the next Read-Aloud.

### Check for Understanding



**Recall:** What is the name of the tradesperson who makes tools out of iron? (*blacksmith*)

Why is the blacksmith important? (*The blacksmith is important because he makes the tools for everyone else to do their jobs.*)

 **TEKS K.1.A** Listen actively and ask questions to understand information and answer questions using multi-word responses;  
**TEKS K.5.C** Make and confirm predictions using text features and structures with adult assistance.

# Lesson 8: The Blacksmith Read-Aloud



**Reading:** Students will describe the job of a blacksmith and why it was important.

**TEKS K.5.C; TEKS K.6.D**

**Language:** Students will demonstrate an understanding of the Tier 2 word *essential*.

**TEKS K.3.B**

## PURPOSE FOR LISTENING

- Tell students to listen carefully to find out about the blacksmith and his trade.

**“THE BLACKSMITH” (15 MIN.)** **TEKS K.5.C**



**Show Image 8A-1: Blacksmith shop and metal objects** [Point to the picture of the blacksmith's shop and ask students to describe what they see.]

Blacksmiths were some of the most important tradespeople in town because they made all the tools people needed to do their jobs.

*Were your predictions correct? Listen to all the*

*things blacksmiths made, and try to guess what they're made of. 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, or the curved pieces of iron*

*nailed to the bottom of horses' hooves to protect them hinges, knives and swords, locks and keys, and much more. Did you predict any of these tools?*

*Which ones? Do you know what any of these things are made of? You'd be surprised at the number of things people used in everyday life that came out of the blacksmith's shop!*

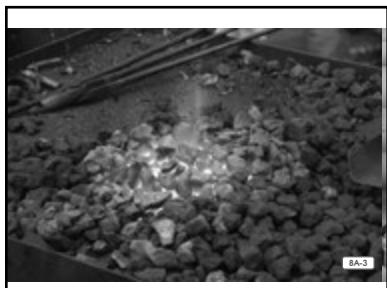


**Show Image 8A-2: Blacksmith iron**

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. *Metal is a hard, shiny material, such as*

**TEKS K.5.C** Make and confirm predictions using text features and structures with adult assistance; **TEKS K.6.D** Retell texts in ways that maintain meaning; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

*gold or iron, that conducts heat and can be melted and reshaped into useful objects.* 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. *[Show the iron objects you brought in.]*



#### Show Image 8A-3: Red-hot coals

To heat the iron, a blacksmith used a special oven, or fireplace, called a **forge**. 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. By squeezing the two arms together, you can grab things without using your own hands.

*You may have tongs in your kitchen to pick up food.* You can see the blacksmith using tongs in this picture. Tongs were an **essential**, or necessary tool for the blacksmith—almost like a second pair of hands for him! *They were both necessary and important—he couldn't do his job without them!*

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

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.

### Challenge

Ask students to support their answers about why leaving hot iron out in the air or plunging it into cold water would make it harden faster.



### 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.

## Support

If students have difficulty responding to questions, reread pertinent lines of the Read-Aloud and/or refer to specific images.

### ENGLISH LANGUAGE LEARNERS



#### Speaking and Listening

#### Offering Opinions

#### Beginning

Provide students with sentence frames using a small set of learned phrases (e.g., “I think the blacksmith was most important because . . .”).

#### Intermediate

Provide students with sentence frames using an expanded set of learned phrases (e.g., “I think the mason was most important because . . .”).

#### Advanced/ Advanced High

Provide minimal support and guidance for open responses.

**ELPS 3.G; ELPS 4.J**

## Check for Understanding



**Turn and Talk:** Were your predictions correct about the job that helped everyone else do their jobs? Why or why not? (Answers may vary.) **TEKS K.5.C**

## COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** What kind of metal do blacksmiths work with? (*Blacksmiths work with iron.*)
  - **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.*)
2. **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 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 bucket of cold water.*)
3. **Inferential.** Why was a blacksmith so important to the people in a colonial town? (*He made the tools for everyone else.*)
4. **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, but should include support from the Read-Aloud.)



**TEKS K.5.C** Make and confirm predictions using text features and structures with adult assistance.

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## WORD WORK: ESSENTIAL (5 MIN.)

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 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.** 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.”

- forge (*That is essential.*)
- tongs (*That is essential.*)
- horses (*That is not essential.*)
- cotton (*That is not essential.*)
- anvil (*That is essential.*)

Speaking and  
ListeningExchanging Information  
and Ideas**Beginning**

Reframe questions as simple yes/no questions

(e.g., "Does the word *iron* mean to press the wrinkles out of clothing?").

**Intermediate**

Provide students with a specific sentence frame (e.g., "The word *iron* means . . .").

**Advanced/  
Advanced High**

Encourage students to use key details in complete sentences (e.g., "The word *iron* means to press wrinkles out of clothing.").

**ELPS 2.G; ELPS 3.D;  
ELPS 4.F**

## Lesson 8: The Blacksmith Application



**Language:** Students will demonstrate an understanding of the multiple meaning word *iron* and the question word *where*.

**TEKS K.1.C; TEKS K.3.B; TEKS K.12.A**

### MULTIPLE MEANING WORD ACTIVITY (5 MIN.)

#### Sentence in Context: Iron

#### Show Poster 5M: Iron

- In the Read-Aloud you heard, "Blacksmiths in early America worked mostly with iron."
- Explain that iron is a strong metal that becomes soft when it is heated with fire.
- Have students hold up one, two, or three fingers to indicate which image on the poster shows this meaning.
- Tell students that *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, two, or three fingers to indicate which image on the poster shows this meaning.
- Explain that *iron* can also mean when a person removes wrinkles in clothing by using a heated tool.
- Have students hold up one, two, or three fingers to indicate which image on the poster shows this meaning.
- Have students turn to a partner and make a sentence for each meaning of *iron*.
- Remind students to use complete sentences.
- Call on several students to share their answers.

**TEKS K.1.C** Share information and ideas by speaking audibly and clearly using the conventions of language; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS K.12.A** Generate questions for formal and informal inquiry with adult assistance.



## SYNTACTIC AWARENESS ACTIVITY (15 MIN.)

TEKS K.12.A

### Where

- Tell students that they going to practice answering questions that use the question word *where*.
- Explain that 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

- Ask students to look at the picture and answer the following question using a complete sentence.
  - Where are the men working in this picture? (*The men are working in the blacksmith shop.*)
- Ask students which word in the question shows that the question was about the place in the picture? (*where*)
- Ask students to repeat the question: Where are the men working in this image?
- Have students repeat the answer: The men are working in the blacksmith shop.
- Remind students that *where* is a question word used to ask questions about place.

Flip Book  
5A-5, 5A-9, 8A-1



### Show Image 5A-9: Modern department store

- Ask students to look at the picture and answer the following question using a complete sentence.
  - Where is the woman in this picture? (*The woman is in a clothing store.*)
- Ask students which word in the question shows that the question was about the place in the picture? (*where*)
- Have students repeat the question: Where is the woman in this picture?
- Ask students to repeat the answer: The woman is in a clothing store.
- Remind students that *where* is a question word used to ask questions about place.



TEKS K.12.A Generate questions for formal and informal inquiry with adult assistance.

## Support

If students need more practice, continue with more examples using the question word *where*.

## Challenge

Have students write down their questions.

### Show Image 5A-5: Tailor

- Ask students to look at the picture and answer the following question using a complete sentence.
  - Where is the person in this picture? (*The person is in the tailor's shop.*)
- Ask students which word in the question shows that the question was about the place in the image? (*where*)
- Have students repeat the question: Where is the person in this picture?
- Ask students to repeat the answer: The person is in the tailor's shop.
- Remind students that *where* is a question word used to ask questions about place.
- Have students turn to a partner and ask a question using the question word *where*.
- Remind students to use complete sentences.
- Call on three or four students to share their answers.



### Exit Pass

Have students generate oral questions using the question word *where*.

End Lesson

**COLONIAL TOWNS AND TOWNSPEOPLE**

# The Little Gray Pony

9

**PRIMARY FOCUS OF LESSON****Speaking and Listening**

Students will review key information about blacksmiths and will identify coal as an important type of fuel.

**TEKS K.1.A****Reading**

Students will describe the sequence of events in a story.

**TEKS K.5.F; TEKS K.6.D****Language**

Students will demonstrate an understanding of the Tier 2 words *merry* and *downcast*.

**TEKS K.3.B****Reading**

Students will use a drawing activity to sequence the events in the Read-Aloud.

**TEKS K.6.B; TEKS K.6.D****FORMATIVE ASSESSMENT****Exit Pass**

**Drawing the Read-Aloud** Students will draw the beginning, middle, and end of the story.

**TEKS K.6.B; TEKS K.6.D**

**TEKS K.1.A** Listen actively and ask questions to understand information and answer questions using multi-word responses; **TEKS K.5.F** Make inferences and use evidence to support understanding with adult assistance; **TEKS K.6.D** Retell texts in ways that maintain meaning; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS K.6.B** Provide an oral, pictorial, or written response to a text.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Introducing the Read-Aloud (10 min.)</b>			
Essential Background Information or Terms	Whole Group	10 min.	<input type="checkbox"/> Flip Book: 8A-3
<b>Read-Aloud (30 min.)</b>			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Flip Book: 9A-1–9A-9
“The Little Gray Pony”			
Comprehension Questions			
Word Work: <i>Merry</i>			
<b>This is a good opportunity to take a break.</b>			
<b>Application (20 min.)</b>			
Image Review	Whole Group/ Independent	20 min.	<input type="checkbox"/> Flip Book: 9A-1–9A-9
Drawing Activity			<input type="checkbox"/> paper folded into thirds <input type="checkbox"/> drawing tools

## ADVANCE PREPARATION

### Application

- Prepare to divide students into pairs to exchange feedback on their drawings.

### Universal Access

- Bring in pieces of coal for students to examine.
- Gather different books about coal mining to pass around the class.  
The school or local library may be a good resource.

## CORE VOCABULARY

**coal, n.** a black, soft stone that creates heat when burned

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

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

**Vocabulary Chart for “The Little Gray Pony”**

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	coal miner ( <i>minero</i> )	downcast haste merry	
Multiple Meaning			
Sayings and Phrases	clippety, clippety, clap under the ground What shall I do?		

**Lesson 9: The Little Gray Pony**

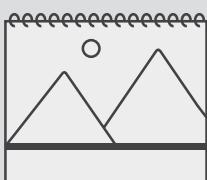
# Introducing the Read-Aloud



**Speaking and Listening:** Students will review key information about blacksmiths and will identify coal as an important type of fuel.

**TEKS K.1.A****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 using the following questions to prompt discussion:
  - Who was the tradesperson that worked with metal? (*The blacksmith worked with metal.*)
  - Why was the blacksmith important? (*The blacksmith was important because he made the tools for the other tradespeople.*)
  - How did the blacksmith bend metal? (*He heated the metal until it was hot enough to shape.*)
  - How do you create heat? (*Answers may vary, but may include making a fire, using an oven, or using electricity.*)
  - How do you start a fire? (*You start a fire with a match.*)
  - What else do you need to make a fire burn? (*You need wood, or another type of fuel, to make a fire burn.*)
- Tell students that we also use other materials to keep fires burning.
- Tell students that one way to make fire burn for a long time is to use coal.

**Flip Book 8A-3****Show Image 8A-3: Red-hot coals**

- Explain that when coal is lit, it burns for a long time.
- Tell students that coal was an important type of fuel, or material used for energy, in colonial times.

**TEKS K.1.A** Listen actively and ask questions to understand information and answer questions using multi-word responses.



### Check for Understanding

**Stand Up/Sit Down:** Blacksmiths were important in colonial times because they made the tools for other tradespeople.  
*(stand up)*

The only way to create heat is to burn wood. *(sit down)*

Coal is another fuel, or material, we burn to create heat.  
*(stand up)*

# Lesson 9: The Little Gray Pony Read-Aloud



**Reading:** Students will describe the sequence of events in a story.



**TEKS K.5.F; TEKS K.6.D**

**Language:** Students will demonstrate an understanding of the Tier 2 words *merry* and *downcast*.



**TEKS K.3.B**

## PURPOSE FOR LISTENING

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

### “THE LITTLE GRAY PONY”(15 MIN.)



#### Show Image 9A-1: Man happily riding his pony along the road

There was once a man who owned a little gray pony.

Every morning when the dewdrops or little drops of water were still hanging on the pink clover, a type of flower 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! *What do you think merry means?*

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



**TEKS K.5.F** Make inferences and use evidence to support understanding with adult assistance; **TEKS K.6.D** Retell texts in ways that maintain meaning; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.



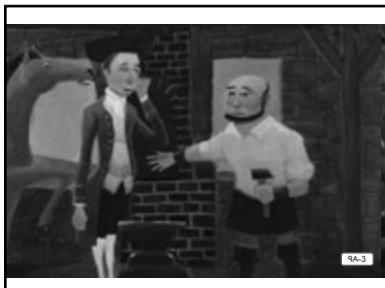
### Show Image 9A-2: Man behind the pony

Then down he jumped, in a great hurry, and looked at one of the pony's forefeet; but nothing was wrong. *Forefeet are the horse's front feet.* He lifted the other forefoot, but the shoe was still there. He examined one of the hindfeet, *What do you suppose hindfeet are? (back feet)* 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!" *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

Then he made **haste** or hurried to go to the blacksmith, and when he saw the smith, he called out to him: *[Use different voices for the man and the people he talks to, to distinguish the characters from each other and the narration.]*

"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?" *To shoe means to put the horseshoe on the horse. Coal is a soft, black stone that creates heat when burned.*

The man was **downcast** or sad when he heard this; *What do you think downcast means?* but he left his little gray pony in the blacksmith's care, while he hurried here and there to buy the coal. *Where would you go to buy something?*



**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**

By and by he met a farmer coming to town with a wagon full of good things; *Why might the farmer be coming to town?* and he said:

“Farmer! Farmer! I’ve come to you;

My little gray pony has lost a shoe!

And I want some coal, the iron to heat,

That the blacksmith may shoe my pony’s feet.” *Do you think the farmer will have coal?*

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." *Do you think the miller will have coal? What would the miller have?*

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."



### Show Image 9A-7: Man on rock, and woman approaching

Then the man turned away sorrowfully or sadly 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; *She's laughing because she knows who has the coal. Do you have any ideas?* and she said:

"If you would know where the coal is found,

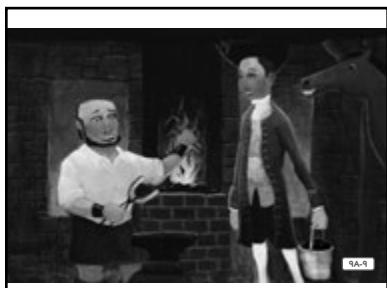
You must go to the **miner**, who works in the ground."



### Show Image 9A-8: Man talking to miner

Then the man sprang to his feet, and, thanking the 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. *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 clang! and a clang! and fastened *Remember, fastened means to attach, so he put them on.* them on with a rap! and a tap! Then away rode the man on his little gray pony, clippety, clippety, clap!



## Check for Understanding

**Recall:** 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*)

Why couldn't the blacksmith make the pony a new horseshoe?  
(*He had no coal to make a fire.*)

## Support

If students have difficulty responding to questions, reread pertinent lines of the Read-Aloud and/or refer to specific images.

## COMPREHENSION QUESTIONS (10 MIN.)

1. **Evaluative.** Why didn't the man ride his pony when he went to find coal?  
(*He didn't want to take the pony with him because the pony might hurt its hoof by walking without a horseshoe.*)
2. **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 it might injure its leg.*)
3. **Literal.** Which tradesperson did he meet when he went to the store?  
(*He met the storekeeper.*) What did the storekeeper have? (*The storekeeper had apples and candy.*)
  - **Inferential.** Which tradesperson did he meet on the road? (*He met the farmer.*) What did the farmer have? (*The farmer had corn, hay, and wheat.*)
  - **Inferential.** Which tradesperson did he meet next? (*He met the miller.*) What did the miller have? (*He had flour.*)
  - **Inferential.** Which tradesperson did the old woman tell the man he needed to find? (*the miner*) What did the miner give the man?  
(*He had coal.*)
4. **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 may include that he might injure his leg or hoof if he wasn't balanced.*)
5. **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 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, but should include support from the Read-Aloud.*)



ENGLISH  
LANGUAGE  
LEARNERS

## Speaking and Listening

### Offering Opinions

#### Beginning

Provide students with sentence frames using a small set of learned phrases (e.g., “I would have liked to have been a blacksmith.”).

#### Intermediate

Provide students with sentence frames using an expanded set of learned phrases (e.g., “I would have liked to have been a spinner because . . .”).

#### Advanced/ Advanced High

Provide minimal support and guidance for open responses.

**ELPS 3.D; ELPS 3.G;**  
**ELPS 4.J**

### WORD WORK: MERRY (5 MIN.)

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.** 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.”

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

### Challenge

Have students think of other synonyms for *merry* and *downcast*.

## Lesson 9: The Little Gray Pony

# Application



**Reading:** Students will use a drawing activity to sequence the events in the Read-Aloud.

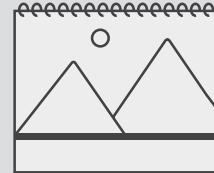


**TEKS K.6.B; TEKS K.6.D**

### IMAGE REVIEW (5 MIN.)

- 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.
- Help students describe what happens at the beginning, middle, and end of the story.
- 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.

Flip Book  
9A-1–9A-9



### Support

Remind students that the characters are the people or animals that the story is about and that the setting is where the story takes place.



**TEKS K.6.B** Provide an oral, pictorial, or written response to a text; **TEKS K.6.D** Retell texts in ways that maintain meaning.



### Writing

#### Writing

#### Beginning

Have students use phrases and familiar vocabulary to describe their drawing.

#### Intermediate

Have students describe their drawing using short sentence(s).

#### Advanced/ Advanced High

Have students describe their drawing using longer, more detailed sentence(s).

**ELPS 3.B; ELPS 4.G;**

**ELPS 5.B**

#### Challenge

Have students label their drawings with words, phrases, and sentences.

### DRAWING ACTIVITY (15 MIN.)

- Tell students that they are going to draw the events in the story.
- Have students take out a blank sheet of paper and help them fold it into thirds.
- Ask students to use the top third of the paper to draw a scene from the beginning of the story.
- Tell them to use the middle of the paper to draw a scene from the middle of the story.
- Finally, ask them to draw the end of the story at the bottom of the paper.
- Tell students that their drawings may look different from one another and reassure them that this is fine.
- Circulate around the classroom, asking students questions about their drawings and helping them to add details.
- Have students exchange papers with a partner and suggest details they might add to their drawings.
- Have students incorporate the suggestions their partners made.
- Collect student drawings to monitor progress.

End Lesson

## 10

## COLONIAL TOWNS AND TOWNSPEOPLE

# Stone Soup

## PRIMARY FOCUS OF LESSON

**Introducing the Read-Aloud**

Students will describe how townspeople sometimes helped soldiers during colonial times.

**Reading**

Students will describe how different tradespeople helped the soldiers in the story.

**Language**

Students will demonstrate an understanding of the Tier 2 word *sympathy*.

**Writing**

Students will use a drawing activity to demonstrate an understanding of the tradespeople and their trades.



## FORMATIVE ASSESSMENT

## Activity Page 10.1

**Creating Signs** Students will use a drawing activity to create signs that different tradespeople could hang outside their shops.



**TEKS K.1.C** Share information and ideas by speaking audibly and clearly using the conventions of language; **TEKS K.5.F** Make inferences and use evidence to support understanding with adult assistance; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS K.1.B** Restate and follow oral directions that involve a short, related sequence of actions; **TEKS K.6.B** Provide an oral, pictorial, or written response to a text; **TEKS K.11.B** Dictate or compose informational texts.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Introducing the Read-Aloud (10 min.)</b>			
Essential Background Information or Terms	Whole Group	10 min.	
<b>Read-Aloud (30 min.)</b>			
Purpose for Listening “Stone Soup” Comprehension Questions Word Work: <i>Sympathy</i>	Whole Group	30 min.	<input type="checkbox"/> Flip Book: 10A-1–10A-7
<b>This is a good opportunity to take a break.</b>			
<b>Application (20 min.)</b>			
Creating Signs	Independent	20 min.	<input type="checkbox"/> Activity Page 10.1 <input type="checkbox"/> Image Card 4 <input type="checkbox"/> drawing tools

## ADVANCE PREPARATION

### Universal Access

- Gather different books about soldiers in colonial times to pass around the class. The school or local library may be a good resource.

## 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 mood

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

**Vocabulary Chart for “Stone Soup”**

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	grocer	peered sympathy	
Multiple Meaning	spirits ( <i>espíritu</i> )		
Sayings and Phrases	welcome committee		

## Support

Explain that a soldier is someone paid and trained by the government to fight for a cause.

ENGLISH  
LANGUAGE  
LEARнерS



Speaking and  
Listening

Offering Opinions

### Beginning

Provide students with sentence frames using a small set of learned phrases (e.g., “I would give a soldier food.”).

### Intermediate

Provide students with sentence frames using an expanded set of learned phrases (e.g., “I would give a soldier food because . . .”).

### Advanced/ Advanced High

Provide minimal support and guidance for open responses.

**ELPS 3.B; ELPS 4.D;  
ELPS 4.J**

## Challenge

Ask students if they can name any famous wars that took place during colonial times. (*the Revolutionary War, the French and Indian War*).

Start Lesson

## Lesson 10: Stone Soup

# Introducing the Read-Aloud



**Speaking and Listening:** Students will describe how townspeople sometimes helped soldiers during colonial times.

**TEKS K.1.C**

## ESSENTIAL BACKGROUND INFORMATION OR TERMS

- Ask students if they know what a soldier is.
- Explain that, like today, sometimes long ago, people in one state or country went to war with people from another state or country.
- Tell students that during colonial times there were several wars but also times of peace.
- Explain that soldiers during colonial times were often poor because the government couldn't always pay them.
- Explain that sometimes soldiers were injured in war and had to walk many miles to find help or get home.
- Tell students that sometimes in the confusion of battle, soldiers got separated from their army and had to walk many miles to find their fellow soldiers again.
- Explain that often, soldiers had to rely on townspeople for food and supplies as they made their way back to the battle front or back home.
- 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 the soldiers. Why or why not?

**TEKS K.1.C** Share information and ideas by speaking audibly and clearly using the conventions of language.

## Lesson 10: Stone Soup Read-Aloud



**Reading:** Students will describe how different tradespeople helped the soldiers in the story.



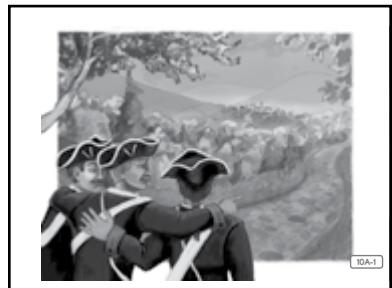
**Language:** Students will demonstrate an understanding of the Tier 2 word *sympathy*.



### PURPOSE FOR LISTENING

- Tell students to listen carefully to how the tradespeople reacted to the soldiers.

### “STONE SOUP” (15 MIN.)



#### 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. [Point to the steeple in the illustration.] 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.



**TEKS K.5.F** Make inferences and use evidence to support understanding with adult assistance; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.



### 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. *What does a blacksmith do?*

"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. *What does a carpenter do?*

"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. *A level is a tool used to measure if something is straight and even.* "Hungry soldiers," he said, without much **sympathy**. *The carpenter did not feel sorry for the soldiers.* "I have no time to be offering food to three hungry soldiers. I must get this table done, or I will not get paid, and then I will not have enough food to feed my family."

"If you say so," said the girl. Then she turned and banged on the baker's door. *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?" *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.*

"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."

"Stone Soup?" asked the girl. "But you can't make soup from nothing but stones."

"Of course you can," said Lucas. "Stone Soup is the best soup in the world, and the best part is that all we need to make it are three large stones and a large pot of water." *What would happen if they put stones in a pot of hot water? Would it make soup? What would it taste like?*

"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.



**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. *Why did the blacksmith give the soldiers a pot when he said he wouldn't help them before?*

"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. *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.



### 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 . . ." *Do you think it would taste delicious right now?*

"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** or storekeeper who sells food 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. *Now do you think the soup would taste good? Why or why not?*

"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."

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

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** or stared 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."

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

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

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### Check for Understanding

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**Recall:** Who was the only townsperson who wanted to feed the soldiers? (*the little girl*)

Who supplied the iron pot? (*blacksmith*)

Who brought wood for the fire? (*carpenter*)

Who ate the stone soup? (*the soldiers and the townspeople*)

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## COMPREHENSION QUESTIONS (10 MIN.)

1. **Inferential.** Why did the other tradespeople say they wouldn't help feed the soldiers at first? (*They were too busy. They did not enough food for their own families.*)
2. **Inferential.** Why did the townspeople start bringing food to the soldiers when they said they wouldn't before? (*They were curious about Stone Soup.*)
3. **Inferential.** What ingredients went into the soup? (*They put in barley, meat, onions, salt, etc.*)
  - Why were the stones left in the pot? (*Stones don't cook; they aren't edible, etc.*)
4. **Inferential.** When did this story take place, a long time ago or modern day? (*It happened long ago.*)
5. **Evaluative.** *Think Pair Share:* Did the soldiers know that stones and water alone would not make soup? (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.*)

### Support

If students have difficulty responding to questions, reread pertinent lines of the Read-Aloud and/or refer to specific images.



ENGLISH  
LANGUAGE  
LEARNERS

### Speaking and Listening

#### Offering Opinions

##### Beginning

Provide students with sentence frames using a small set of learned phrases ( e.g., “Parts of this story could have happened, but other parts could not.”).

##### Intermediate

Provide students with sentence frames using an expanded set of learned phrases (e.g., “Parts of this story are make-believe because . . . ”).

##### Advanced/ Advanced High

Provide minimal support and guidance for open responses.

**ELPS 3.G; ELPS 4.F;**  
**ELPS 4.J**

### WORD WORK: SYMPATHY (5 MIN.)

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.** 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.”

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

### Challenge

Have students share other examples of times they felt sympathy.

# Lesson 10: Stone Soup Application



**Writing:** Students will use a drawing activity to demonstrate an understanding of the tradespeople and their trades.

**TEKS K.1.B; TEKS K.6.B; TEKS K.11.B**

**CREATING SIGNS** **TEKS K.1.B**

- Have students turn to Activity Page 10.1.
- 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.

Activity Page 10.1



## Show Image Card 4 (Bread)

- Ask students who they think would be working inside a shop with this sign out front. (*a baker*)
- Tell students to choose six tradespeople that they have learned about so far.
- Ask them to draw six signs, one in each box, that each tradesperson could hang outside their shop. Make sure that the signs are simple enough to be seen from far away.
- Tell students that before they start drawing they will talk about their ideas with a partner.
- Ask them to think of a question they can ask their neighbor about the directions for drawing signs. For example, they could ask, "How many signs do we draw?"
- Have students turn to their neighbor and ask their own question now.
- Call on several students to share their questions with the class.
- Have students complete Activity Page 10.1.

Image Card 4



## Support

Have students draw fewer signs.

**TEKS K.1.B** Restate and follow oral directions that involve a short, related sequence of actions; **TEKS K.6.B** Provide an oral, pictorial, or written response to a text; **TEKS K.11.B** Dictate or compose informational texts.



## Writing

### Writing

#### Beginning

Have students use phrases and familiar vocabulary to describe their drawing.

#### Intermediate

Have students describe their drawing using short sentence(s).

#### Advanced/ Advanced High

Have students describe their drawing using longer, more detailed sentence(s)

**ELPS 4.C**

### Challenge

Have students label their drawings with words, phrases, and sentences.

- The following questions may be used as prompts to help students remember specific tradespeople as they complete the activity page. Follow each prompt by reminding students that the sign 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 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.

End Lesson

# Domain Review

## **NOTE TO TEACHER**

You should pause here and spend one day reviewing and reinforcing the material taught in this domain. 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:

- Identify the key differences between “towns” and “the country” during the colonial period
- Explain that 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
- 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
- Explain how the tradespeople in colonial towns saved farming families time and effort
- Identify, and associate with the appropriate trade, the tools used by colonial tradespeople
- Describe the miller and baker in a colonial town
- Identify corn and wheat as the original plant products needed to make flour
- Describe spinners and weavers in a colonial town
- Identify cotton, flax, and wool as the original plant or animal products needed for making cloth
- Describe the process of making cloth from cotton, flax, or wool

- Describe dressmakers, tailors, hatters, and cobblers in a colonial town
- 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
- Describe the bricklayer, mason, and carpenter in a colonial town
- Describe a blacksmith in a colonial town
- Explain the essential role of the blacksmith in making tools for other tradespeople

## 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

Image Cards 1–21



Image Cards  
2–5, 8–14



### 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 they are 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.

### On Stage

### Materials: Image Cards 2–5, 8–14

- Remind students that they have learned about a lot of different tradespeople who lived and worked in colonial towns. Review these tradespeople by holding up image cards that represent each tradesperson. Have students call out the tradesperson associated with each of the following:

Image Card Number and Name	Say
2. Corn	Who grows this? ( <i>farmer</i> )
3. Flour	Who makes this? ( <i>miller</i> )
4. Bread	Who bakes dough into this? ( <i>baker</i> )
5. Cotton	Who spins this into thread? ( <i>spinner</i> )
8. Yarn	Who uses this to make cloth? ( <i>weaver</i> )
9. Cloth	Who uses this to make clothes? ( <i>dressmaker and tailor</i> )
10. Leather	Who uses this to make shoes? ( <i>cobbler</i> )
11. Bricks	Who uses these to build houses? ( <i>bricklayer</i> )
12. Stones	Who uses these to build houses? ( <i>stonemason</i> )
13. Wood	Who uses this to build houses? ( <i>carpenter</i> )
14. Iron	Who pounds this into metal objects? ( <i>blacksmith</i> )

- 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.

## **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. 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*)

# Domain Assessment

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. Parts II and III of the assessment address the core content targeted in *Colonial Towns and Townspeople: Once Upon America*.



## PART I (ACTIVITY PAGE DA.1)

TEKS K.6.F

**Directions:** I am going to ask a question using a word you have heard in the Read-Alouds. If the answer to the question is yes, circle thumbs up. If the answer is no, circle thumbs down. I will ask each question two times. Let's do number one together.

**Note:** For students who will be using the Editable PDF Activity Page, please have them answer by typing "yes" if the sentence is correct, and "no" if the sentence is incorrect.

## Activity Page DA.1



1. **Country:** Did many farmers who lived in the country go to town to shop? (*thumbs-up*)
2. **Trade:** Did most boys learn a trade or skill in colonial days? (*thumbs-up*)
3. **Customers:** Did customers build houses from wood? (*thumbs-down*)
4. **Garments:** Did dressmakers and tailors make garments from cloth? (*thumbs-up*)
5. **Tradesperson:** Is a tradesperson someone who learned a specialized skill for their job? (*thumbs-up*)
6. **Iron:** Does a blacksmith use iron to make clothing? (*thumbs-down*)
7. **Weave:** Did women weave thread together to make fabric? (*thumbs-up*)
8. **Kneaded:** Was the dress kneaded before it was sewn? (*thumbs-down*)
9. **Trade:** Did farmers go into town to barter, or trade, goods and services they had for those they needed? (*thumbs-up*)

## Activity Page DA.2



## Activity Page DA.3



**Directions:** I am going to ask more questions using other words you have heard in the Read-Alouds. If the answer is yes, circle thumbs up. If the answer is no, circle thumbs down. I will ask each question two times.

10. **Essential:** Is drinking milk essential to healthy bones? (*thumbs-up*)
11. **Patiently:** If my sister screamed and cried while my mother cooked dinner, did my sister wait patiently? (*thumbs-down*)
12. **Everyday:** Is going to an amusement park an everyday event? (*thumbs-down*)
13. **Rare:** Is eating lunch a rare event? (*thumbs-down*)
14. **Merry:** Are most people merry on their birthday? (*thumbs-up*)



### PART II (ACTIVITY PAGE DA.2)

TEKS K.5.G; TEKS K.6.F

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



### PART III (ACTIVITY PAGE DA.3)

TEKS K.5.G; TEKS K.6.F

**Directions:** I am going to read some questions to you about the tradespeople you have learned about. If the answer to the question is yes, circle thumbs up. If the answer to the question is no, circle thumbs down. Let's do number one together.

**Note:** For students who will be using the Editable PDF Activity Page, please have them answer by typing “yes” if the sentence is correct, and “no” if the sentence is incorrect.

1. Does a bricklayer use a trowel to spread mortar between bricks? (*thumbs-up*)
2. Does a mason work in a hot forge with metal and an anvil? (*thumbs-down*)
3. Does a carpenter work with wood and tools to build furniture and frames for houses? (*thumbs-up*)
4. Does a blacksmith work in a hot forge with metal and an anvil? (*thumbs-up*)
5. Does a baker sew cloth together to make dresses? (*thumbs-down*)
6. Does a cobbler use leather to make shoes? (*thumbs-up*)
7. Does a tailor use flour to bake bread? (*thumbs-down*)
8. Does a hatter use materials and tools to make shoes? (*thumbs-down*)
9. Does a spinner make dresses and sell them in a store? (*thumbs-down*)
10. Does a weaver use thread or yarn to make cloth on a loom? (*thumbs-up*)

# Culminating Activities

## NOTE TO TEACHER

Please use these final two days to address class results of the Domain Assessment. Based on the results of the Domain Assessment, 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 in this section in order to provide students with opportunities to enliven their experiences with domain concepts.

## REMEDIATION

- You may choose to regroup students according to particular areas of weakness, as indicated by Formative and Domain Assessment results.
- Remediation opportunities include:
  - targeting Review Activities
  - revisiting lesson Applications
  - rereading and discussing select Read-Alouds
  - using the corresponding activities in the Language Studio

## 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.

### Domain-Related Trade Book

#### Materials: Trade book

- Choose a book 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 Teacher Guide—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 them 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.

# Teacher Resources

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Kindergarten

Knowledge 9

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**Teacher Guide**

# Teacher Resources

In this section you will find:

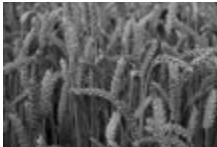
- Activity Book Answer Key
- Texas Essential Knowledge and Skills Correlation Chart
- English Language Proficiency Standards Correlation Chart

## ACTIVITY BOOK ANSWER KEY

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

3.1 Activity Page

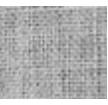
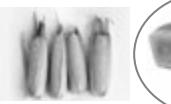
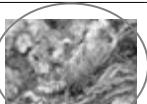
*Directions: Cut out these four pictures about making bread. Put them in the correct order. When you are sure they are in the correct order, glue them onto a separate sheet of paper.*

1. 
2. 
3. 
4. 

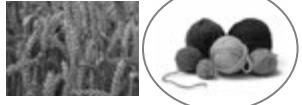
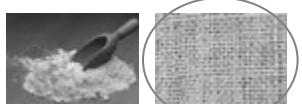
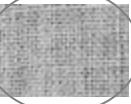
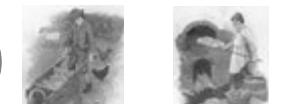
Knowledge 9

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

PP.1 Assessment

1.   
2.   
3.   
4.   
5.   

Knowledge 9

6.  
7.  
8.  
9.  

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

DA.1 Assessment

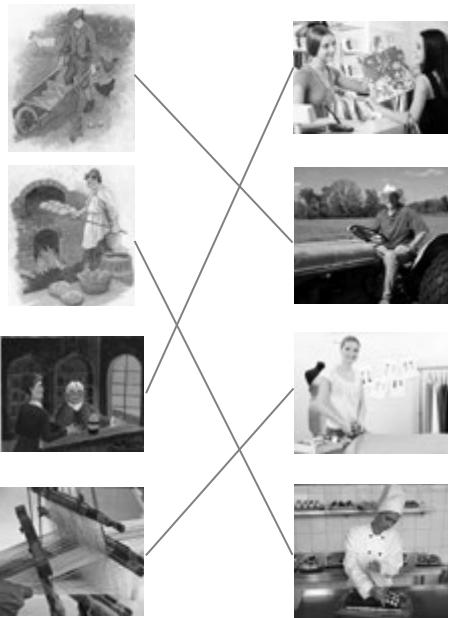
1.  
2.  
3.  
4.  
5.  
6.  
7.  
8.  
9.  
10.  

Knowledge 9

- 11.
- 12.
- 13.
- 14.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

DA.2 Assessment



Knowledge 9

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

DA.3 Assessment

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Knowledge 9

Directions: Listen carefully to your teacher's instructions.

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - KINDERGARTEN

### Knowledge 9

### Correlation—Teacher's Guide

(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

TEKS K.1.A	listen actively and ask questions to understand information and answer questions using multi-word responses	D9: p. 34, D9: p. 37, D9: p. 39, D9: p. 105, D9: p. 108, D9: p. 117, D9: p. 120
TEKS K.1.B	restate and follow oral directions that involve a short, related sequence of actions	D9: p. 131, D9: p. 143
TEKS K.1.C	share information and ideas by speaking audibly and clearly using the conventions of language;	D9: p. 7, D9: p. 11, D9: p. 22, D9: p. 25, D9: p. 46, D9: p. 50, D9: p. 61, D9: p. 64, D9: p. 72, D9: p. 74, D9: p. 77, D9: p. 90, D9: p. 94, D9: p. 102, D9: p. 105, D9: p. 114, D9: p. 131, D9: p. 134
TEKS K.1.D	work collaboratively with others by following agreed-upon rules for discussion, including taking turns	
TEKS K.1.E	develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants	

(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

(A) demonstrate phonological awareness by:

TEKS K.2.A.i	identifying and producing rhyming words	
TEKS K.2.A.ii	recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;	
TEKS K.2.A.iii	identifying the individual words in a spoken sentence;	
TEKS K.2.A.iv	identifying syllables in spoken words	
TEKS K.2.A.v	blending syllables to form multisyllabic words	
TEKS K.2.A.vi	segmenting multisyllabic words into syllables	
TEKS K.2.A.vii	blending spoken onsets and rimes to form simple words	
TEKS K.2.A.viii	blending spoken phonemes to form one-syllable words	
TEKS K.2.A.ix	manipulating syllables within a multisyllabic word	
TEKS K.2.A.x	segmenting spoken one-syllable words into individual phonemes	

(B) demonstrate and apply phonetic knowledge by:

TEKS K.2.B.i	identifying and matching the common sounds that letters represent	
TEKS K.2.B.ii	using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words	
TEKS K.2.B.iii	recognizing that new words are created when letters are changed, added or deleted such as <i>it – pit – tip – tap</i>	
TEKS K.2.B.iv	identifying and reading at least 25 high-frequency words from a research-based list.	

(C) demonstrate and apply spelling knowledge by:

TEKS K.2.C.i	spelling words with VC, CVC, and CCVC	
TEKS K.2.C.ii	spelling words using sound-spelling patterns; and	
TEKS K.2.C.iii	spelling high-frequency words from a research-based list	

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - KINDERGARTEN

### Knowledge 9

### Correlation—Teacher's Guide

(D) demonstrate print awareness by:	
TEKS K.2.D.i	identifying the front cover, back cover, and title page of a book
TEKS K.2.D.ii	holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep
TEKS K.2.D.iii	recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries
TEKS K.2.D.iv	recognizing the difference between a letter and a printed word
TEKS K.2.D.v	identifying all uppercase and lowercase letters
TEKS K.2.E	develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	
TEKS K.3.A	use a resource such as a picture dictionary or digital resource to find words
TEKS K.3.B	use illustrations and texts the student is able to read or hear to learn or clarify word meanings
TEKS K.3.C	identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.	
TEKS K.4	self-select text and interact independently with text for increasing periods of time
(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	
TEKS K.5.A	establish purpose for reading assigned and self-selected texts with adult assistance
TEKS K.5.B	generate questions about a text before, during, and after reading to deepen understanding and gain information with adult assistance
TEKS K.5.C	make and confirm predictions using text features and structures with adult assistance
TEKS K.5.D	create mental images to deepen understanding with adult assistance
TEKS K.5.E	make connections to personal experiences, to ideas in other texts, and society with adult assistance
TEKS K.5.F	make inferences and use evidence to support understanding with adult assistance
TEKS K.5.G	evaluate details to determine what is most important with adult assistance
TEKS K.5.H	synthesize information to create new understanding with adult assistance

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - KINDERGARTEN

Knowledge 9		Correlation—Teacher's Guide
TEKS K.5.I	monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance	
(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:		
TEKS K.6.A	describe personal connections to a variety of sources	D9: p. 7, D9: p. 11, D9: p. 20, D9: p. 61, D9: p. 64
TEKS K.6.B	provide an oral, pictorial, or written response to a text	D9: p. 46, D9: p. 58, D9: p. 90, D9: p. 102, D9: p. 117, D9: p. 129, D9: p. 131, D9: p. 143
TEKS K.6.C	use text evidence to support an appropriate response	D9: p. 22, D9: p. 27, D9: p. 34, D9: p. 39, D9: p. 61, D9: p. 66
TEKS K.6.D	retell texts in ways that maintain meaning	D9: p. 34, D9: p. 45, D9: p. 105, D9: p. 109, D9: p. 117, D9: p. 122, D9: p. 129
TEKS K.6.E	interact with sources in meaningful ways such as illustrating or writing	
TEKS K.6.F	respond using newly acquired vocabulary as appropriate	D9: p. 90, D9: p. 94, D9: p. 102, D9: p. 149, D9: p. 150
(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:		
TEKS K.7.A	discuss topics and determine the basic theme using text evidence with adult assistance	
TEKS K.7.B	identify and describe the main character(s)	D9: p. 74, D9: p. 79
TEKS K.7.C	identify the elements of plot development including the main events, the problem, and the resolution for texts read aloud with adult assistance	
TEKS K.7.D	describe the setting	D9: p. 74, D9: p. 79
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:		
TEKS K.8.A	demonstrate knowledge of distinguishing characteristics of well-known children's literature, such as folktales, fables, fairy tales, and nursery rhymes	
TEKS K.8.B	discuss rhyme and rhythm in nursery rhymes and a variety of poems	D9: p. 46, D9: p. 58
TEKS K.8.C	discuss main characters in drama	
(D) recognize characteristics and structures of informational text, including		
TEKS K.8.D.i	the central idea and supporting evidence, with adult assistance	D9: p. 34, D9: p. 39, D9: p. 46, D9: p. 52
TEKS K.8.D.ii	titles and simple graphics to gain information	D9: p. 22, D9: p. 32
TEKS K.8.D.iii	the steps in a sequence with adult assistance.	D9: p. 34, D9: p. 45, D9: p. 46, D9: p. 52
TEKS K.8.E	recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do	
TEKS K.8.F	recognize characteristics of multimodal and digital texts	

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - KINDERGARTEN

### Knowledge 9

### Correlation—Teacher's Guide

(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

TEKS K.9.A	discuss with adult assistance the author's purpose for writing text	
TEKS K.9.B	discuss with adult assistance how the use of text structure contributes to the author's purpose	
TEKS K.9.C	discuss with adult assistance the author's use of print and graphic features to achieve specific purposes	
TEKS K.9.D	discuss with adult assistance how the author uses words that help the reader visualize	
TEKS K.9.E	listen to and experience first- and third-person texts	

(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

TEKS K.10.A	plan by generating ideas for writing through class discussions and drawings	
TEKS K.10.B	develop drafts in oral, pictorial, or written form by organizing ideas	
TEKS K.10.C	revise drafts by adding details in pictures or words	

(D) edit drafts with adult assistance using standard English conventions, including:

TEKS K.10.D.i	complete sentences	
TEKS K.10.D.ii	verbs	
TEKS K.10.D.iii	singular and plural nouns	
TEKS K.10.D.iv	adjectives, including articles	
TEKS K.10.D.v	prepositions	
TEKS K.10.D.vi	pronouns, including subjective, objective, and possessive cases	
TEKS K.10.D.vii	capitalization of the first letter in a sentence and name	
TEKS K.10.D.viii	punctuation marks at the end of declarative sentences	
TEKS K.10.D.ix	correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	
TEKS K.10.E	share writing	

(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

TEKS K.11.A	dictate or compose literary texts, including personal narratives	
TEKS K.11.B	dictate or compose informational texts	D9: p. 22, D9: p. 32, D9: p. 74, D9: p. 85, D9: p. 131, D9: p. 143

**TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - KINDERGARTEN****Knowledge 9****Correlation—Teacher's Guide**

(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

TEKS K.12.A	generate questions for formal and informal inquiry with adult assistance	D9: p. 105, D9: p. 114, D9: p. 115
TEKS K.12.B	develop and follow a research plan with adult assistance	
TEKS K.12.C	gather information from a variety of sources with adult assistance	
TEKS K.12.D	demonstrate understanding of information gathered with adult assistance	
TEKS K.12.E	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results	D9: p. 61, D9: p. 72

## ENGLISH LANGUAGE PROFICIENCY STANDARDS - KINDERGARTEN

### Knowledge 9

### Correlation—Teacher's Guide

(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:

ELPS 1.A	use prior knowledge and experiences to understand meanings in English	
ELPS 1.B	monitor oral and written language production and employ self-corrective techniques or other resources	
ELPS 1.C	use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary	
ELPS 1.D	speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known)	
ELPS 1.E	internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment	D9: p. 103
ELPS 1.F	use accessible language and learn new and essential language in the process	
ELPS 1.G	demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations	
ELPS 1.H	develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations	

(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:

ELPS 2.A	distinguish sounds and intonation patterns of English with increasing ease	
ELPS 2.B	recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters	
ELPS 2.C	learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	D9: p. 11, D9: p. 25, D9: p. 56, D9: p. 59, D9: p. 65, D9: p. 100
ELPS 2.D	monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	
ELPS 2.E	use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	D9: p. 18, D9: p. 30, D9: p. 32, D9: p. 59, D9: p. 72, D9: p. 84

## ENGLISH LANGUAGE PROFICIENCY STANDARDS - KINDERGARTEN

Knowledge 9		Correlation—Teacher's Guide
ELPS 2.F	listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD-ROM to build and reinforce concept and language attainment	
ELPS 2.G	understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	D9: p. 11, D9: p. 25, D9: p. 30, D9: p. 32, D9: p. 38, D9: p. 43, D9: p. 45, D9: p. 51, D9: p. 70, D9: p. 72, D9: p. 77, D9: p. 95, D9: p. 114
ELPS 2.H	understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations	
ELPS 2.I	demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs	
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:		
ELPS 3.A	practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible	
ELPS 3.B	expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication	D9: p. 20, D9: p. 43, D9: p. 56, D9: p. 65, D9: p. 72, D9: p. 85, D9: p. 130, D9: p. 134
ELPS 3.C	speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	D9: p. 45
ELPS 3.D	speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency	D9: p. 11, D9: p. 30, D9: p. 51, D9: p. 59, D9: p. 100, D9: p. 114, D9: p. 127
ELPS 3.E	share information in cooperative learning interactions	D9: p. 38, D9: p. 43, D9: p. 51, D9: p. 65, D9: p. 70, D9: p. 77, D9: p. 95, D9: p. 103
ELPS 3.F	ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	D9: p. 18, D9: p. 25, D9: p. 38, D9: p. 45, D9: p. 70, D9: p. 77, D9: p. 95
ELPS 3.G	express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	D9: p. 32, D9: p. 84, D9: p. 100, D9: p. 112, D9: p. 127, D9: p. 141
ELPS 3.H	narrate, describe, and explain with increasing specificity and detail as more English is acquired	

## ENGLISH LANGUAGE PROFICIENCY STANDARDS - KINDERGARTEN

Knowledge 9		Correlation—Teacher's Guide
ELPS 3.I	adapt spoken language appropriately for formal and informal purposes	
ELPS 3.J	respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment	
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:		
ELPS 4.A	learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words	
ELPS 4.B	recognize directionality of English reading such as left to right and top to bottom	
ELPS 4.C	develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	D9: p. 144
ELPS 4.D	use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text	D9: p. 134
ELPS 4.E	read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned	
ELPS 4.F	use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	D9: p. 103, D9: p. 114, D9: p. 141
ELPS 4.G	demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs	D9: p. 130
ELPS 4.H	read silently with increasing ease and comprehension for longer periods	
ELPS 4.I	demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs	
ELPS 4.J	demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs	D9: p. 18, D9: p. 56, D9: p. 84, D9: p. 112, D9: p. 127, D9: p. 134, D9: p. 141

## ENGLISH LANGUAGE PROFICIENCY STANDARDS - KINDERGARTEN

### Knowledge 9

Knowledge 9		Correlation—Teacher's Guide
ELPS 4.K	demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs	D9: p. 59, D9: p. 103
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:		
ELPS 5.A	learn relationships between sounds and letters of the English language to represent sounds when writing in English	
ELPS 5.B	write using newly acquired basic vocabulary and content-based grade-level vocabulary	D9: p. 20, D9: p. 85, D9: p. 130
ELPS 5.C	spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired	
ELPS 5.D	edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired	
ELPS 5.E	employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations such as (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe -s) correctly; and, (iii) using negatives and contractions correctly	
ELPS 5.F	write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired	
ELPS 5.G	narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	

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We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright, who were instrumental in the early development of this program.

**Schools**

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field-test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, PS 26R (the Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (the Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the Pilot Coordinators, Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms were critical.

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**Kindergarten | Knowledge 9** | Teacher Guide  
**Colonial Towns and Townspeople: Once Upon America**

ISBN 9781683919155

A standard barcode representing the ISBN 9781683919155.

9 781683 919155



**Kindergarten**

**Knowledge 9 | Activity Book**

**Colonial Towns and Townspeople:  
Once Upon America**

Kindergarten

Knowledge 9

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# **Colonial Towns and Townspeople:** Once Upon America

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## **Activity Book**

**Notice and Disclaimer:** The agency has developed these learning resources as a contingency option for school districts. These are optional resources intended to assist in the delivery of instructional materials in this time of public health crisis. Feedback will be gathered from educators and organizations across the state and will inform the continuous improvement of subsequent units and editions. School districts and charter schools retain the responsibility to educate their students and should consult with their legal counsel regarding compliance with applicable legal and constitutional requirements and prohibitions.

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ISBN 978-1-64383-791-8

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Printed in the USA  
01 LSCOW 2021

**Dear Family Member,**

Your student 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 student 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 student 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 student is learning about colonial times.

**1. Trip to Town**

The next time you have to run errands in your town, take your student along. Talk about why you go to the bank, grocery store, post office, and/or the department store. Encourage your student to ask questions of the professionals you meet on your day out. Ask your student 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 student'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 student is learning about.

**3. Children's Chores**

Your student 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 student 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 student feed a pet or set the table for dinner? Could they help you do the laundry, take out the trash, or cook dinner? Decide upon two or three chores that your student can do regularly, and hold them responsible for these chores.

#### **4. Baked Bread**

Bake bread at home or take your student 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 student 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 student will be exposed to a variety of new words in this unit on colonial towns. Use them in your everyday conversations to increase your student'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 student each day. The local library has many books about colonial times.

Be sure to praise your student whenever they share what has been learned at school.

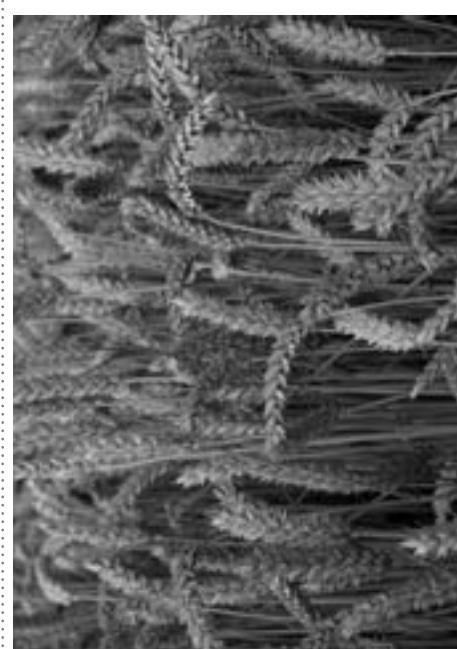
NAME: \_\_\_\_\_

3.1

Activity Page

DATE: \_\_\_\_\_

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.





NAME: \_\_\_\_\_

PP.1

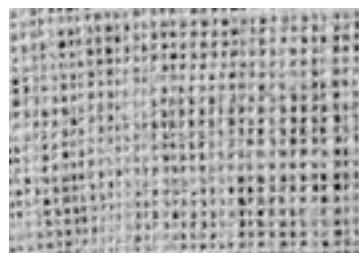
Assessment

DATE: \_\_\_\_\_

1.



2.



3.



4.



5.

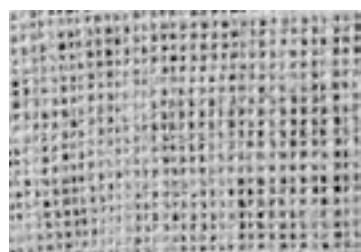


Directions: Listen carefully to your teacher's instructions.

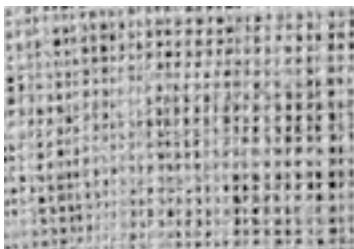
6.



7.



8.



9.



**Dear Family Member,**

Your student 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 student is learning about colonial times.

**1. Sayings and Phrases: Better Safe Than Sorry**

Your student learned the proverb, “better safe than sorry,” in the context of how carpenters measure carefully before they cut their wood. Your student 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 student.

**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 student learned were used in colonial days to build houses: bricks, stones, and wood. Review the tradespeople your student learned about who use these materials: bricklayers, stonemasons, and carpenters.

**4. School Stories**

Talk about how your elementary school experience differed from your student’s elementary school experience. Expand the conversation to include older relatives, neighbors, and friends to help your student compare schools in the past to their 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 student is familiar.

## **6. Wonderful Words**

Your student will be exposed to a variety of new words while learning about colonial towns. Use them in your everyday conversations to increase your student'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 student each day. The local library has many nonfiction books about colonial times, as well as fictional stories too.

Be sure to praise your student whenever they share what has been learned at school.

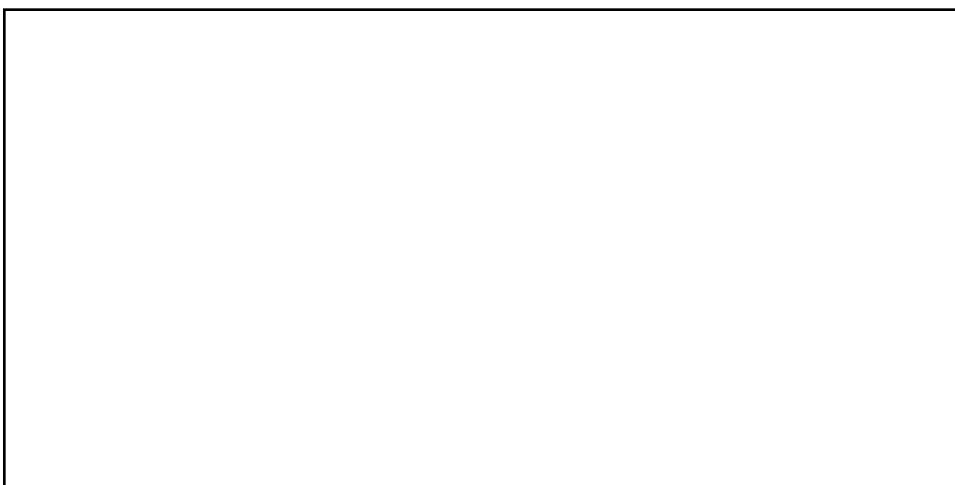
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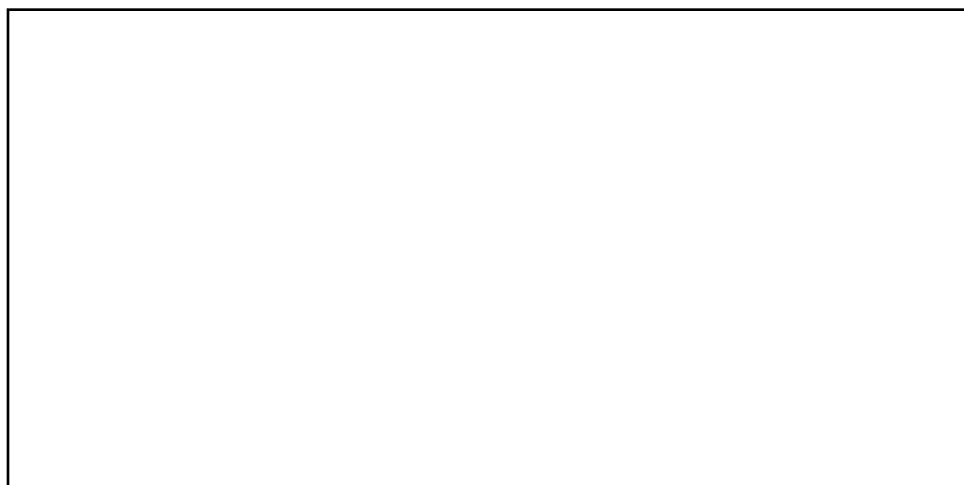
10.1

**Activity Page**

DATE: \_\_\_\_\_

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





NAME: \_\_\_\_\_

DA.1

**Assessment**

DATE: \_\_\_\_\_

1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



Directions: Listen carefully to your teacher's instructions.

11.



12.



13.



14.



NAME: \_\_\_\_\_

DA.2

Assessment

DATE: \_\_\_\_\_

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





NAME: \_\_\_\_\_

DA.3

Assessment

DATE: \_\_\_\_\_

1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



Directions: Listen carefully to your teacher's instructions.



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**Kindergarten | Knowledge 9** | Activity Book  
**Colonial Towns and Townspeople: Once Upon America**

ISBN 9781643837918

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**Kindergarten**

**Knowledge 9 | Flip Book**

**Colonial Towns and Townspeople: Once Upon America**

Kindergarten

Knowledge 9

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# **Colonial Towns and Townspeople:**

## Once Upon America

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**Flip Book**

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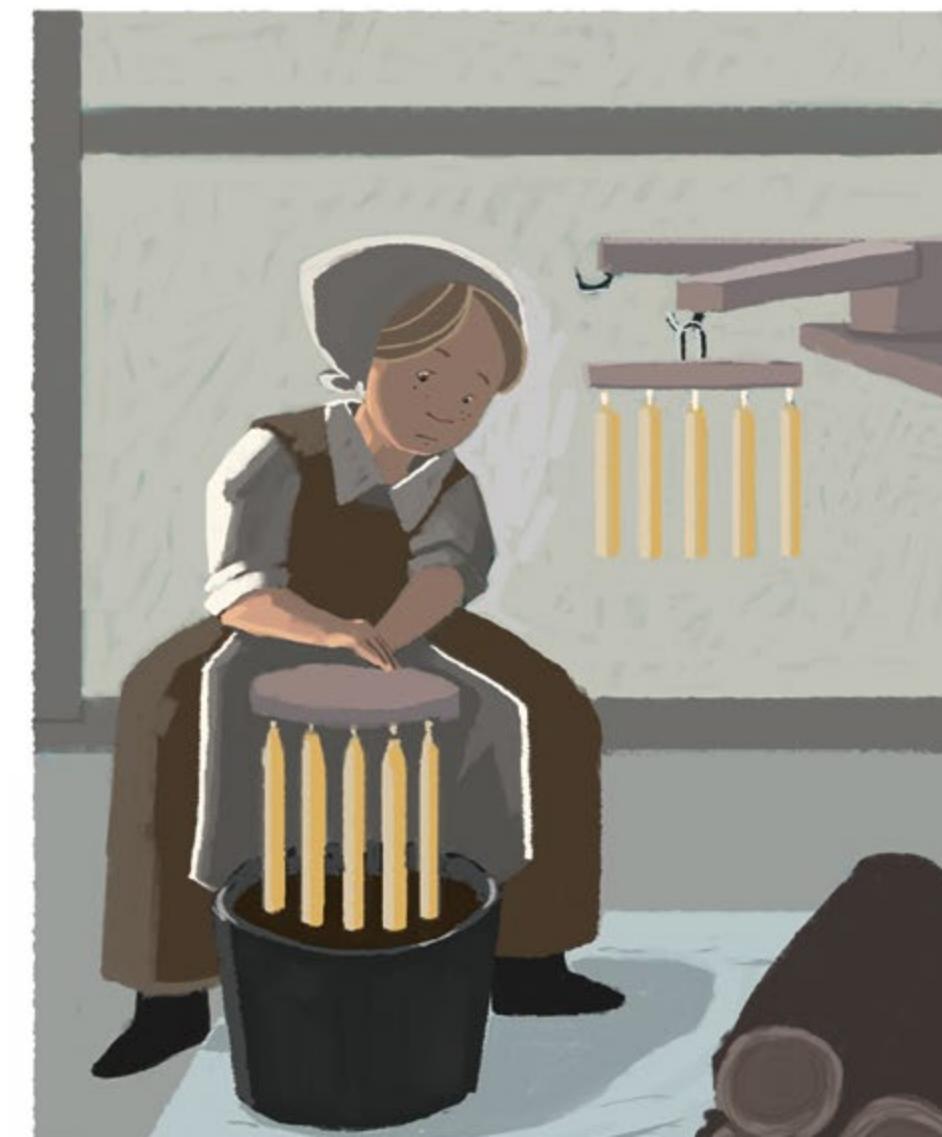
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This Flip Book contains images that accompany the Teacher Guide for *Colonial Towns and Townspeople: Once Upon America*. The images are in sequential order. Each image is identified by its lesson number, Read-Aloud letter (A or B), and the number of the image within the particular read-aloud. For example, the first image in Read-Aloud 1A is numbered 1A-1. Once you have worked your way through the book to the last page, you will flip the entire book over to view the second half of the images.

Depending on your classroom configuration, you may need to have students sit closer to the Flip Book in order to see the images clearly.



1A-1





1A-3



1A-4

A close-up photograph of a pile of white popcorn kernels. The kernels are popped and have a fluffy, irregular shape. They are densely packed together, filling the frame. The lighting highlights the texture of the popcorn.

1A-5



L'GUIDUETE

1A-6



1A-7



1A-8



1A-9



2A-1



2A-2



2A-3



2A-4



2A-5



2A-6



2A-7



3A-1



3A-2



3A-3



3A-4



3A-5



3A-6



3A-7



3A-8



3A-9



4A-1



4A-2



4A-3



4A-4



4A-5



4A-6

4A-7



4A-8



4A-9



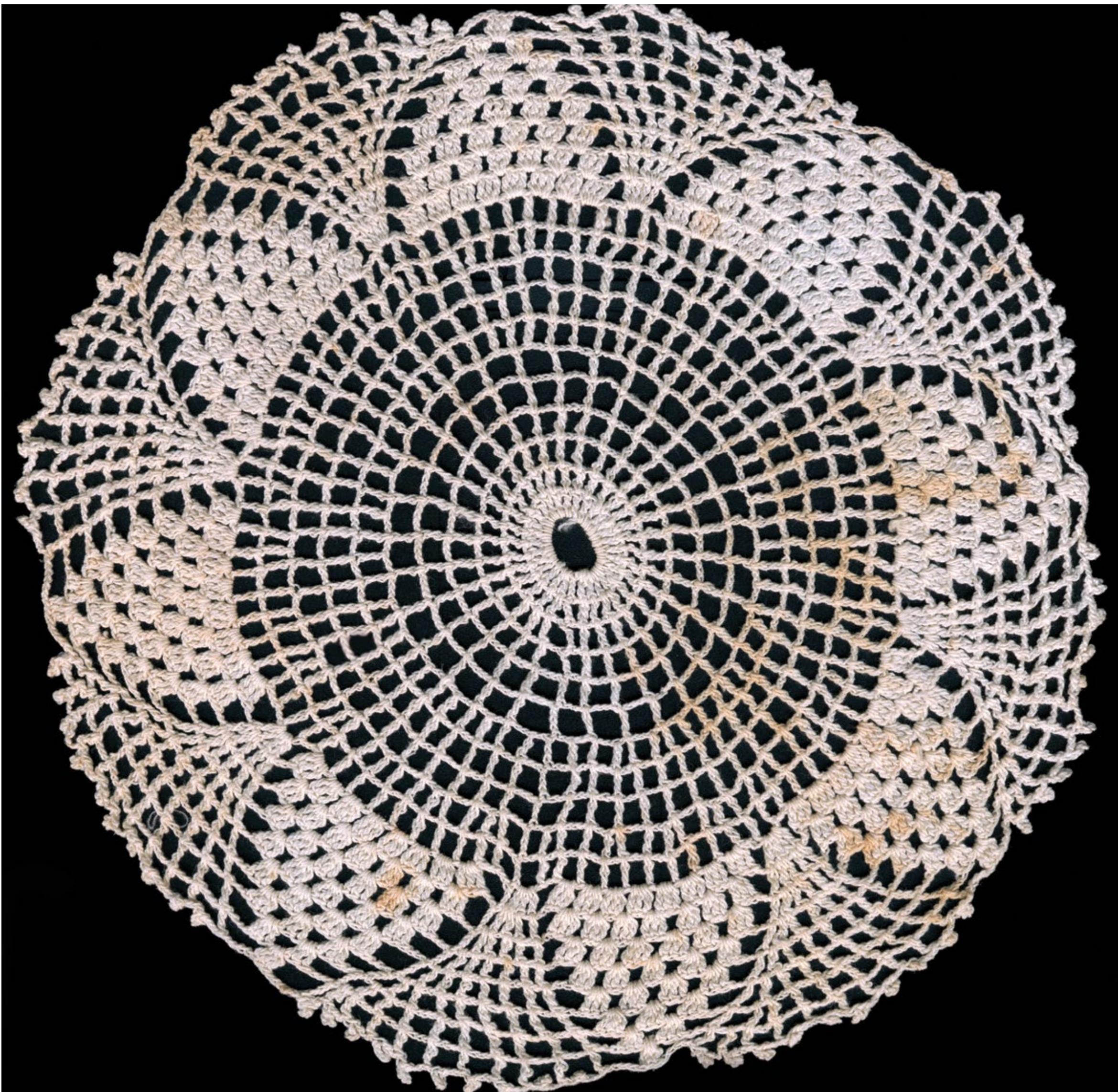
5A-1



5A-2



5A-3



5A-4



5A-5



5A-6



5A-7



5A-8



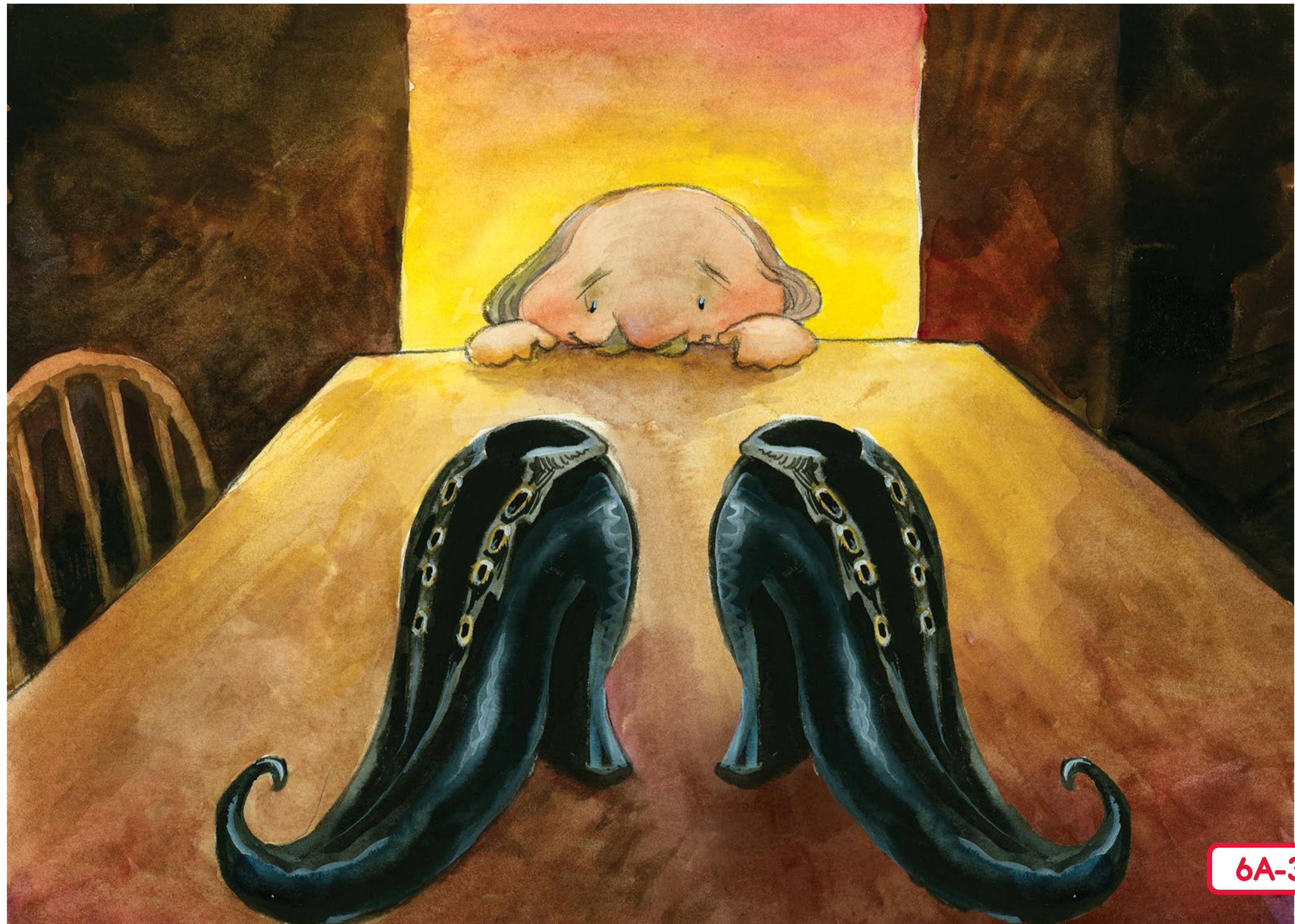
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6A-1



6A-2



6A-3



6A-4



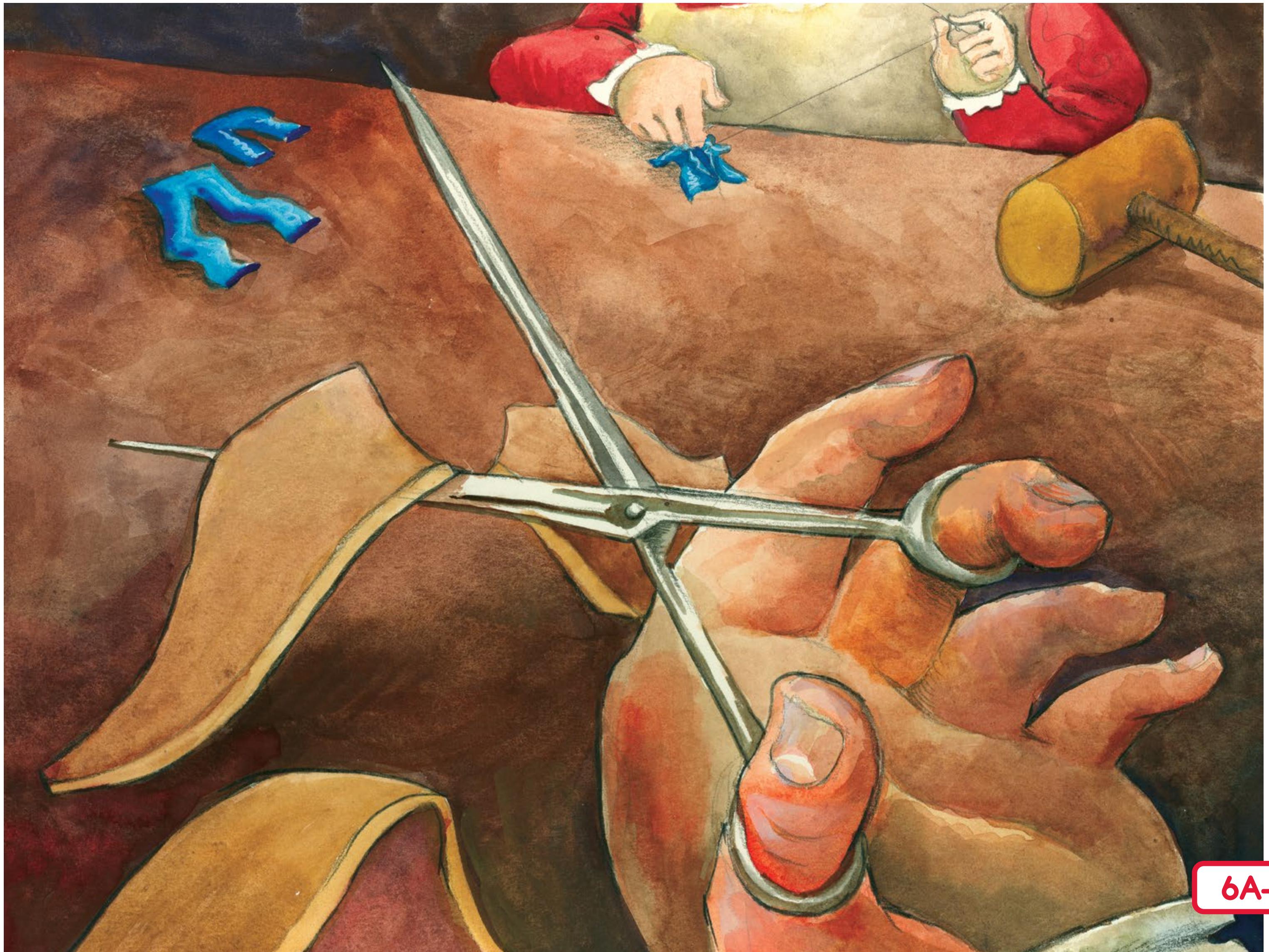
6A-5



6A-6



6A-7



6A-8



6A-9



7A-1



7A-2



7A-3



7A-4

7A-5



7A-6



7A-7



8A-1

8A-2



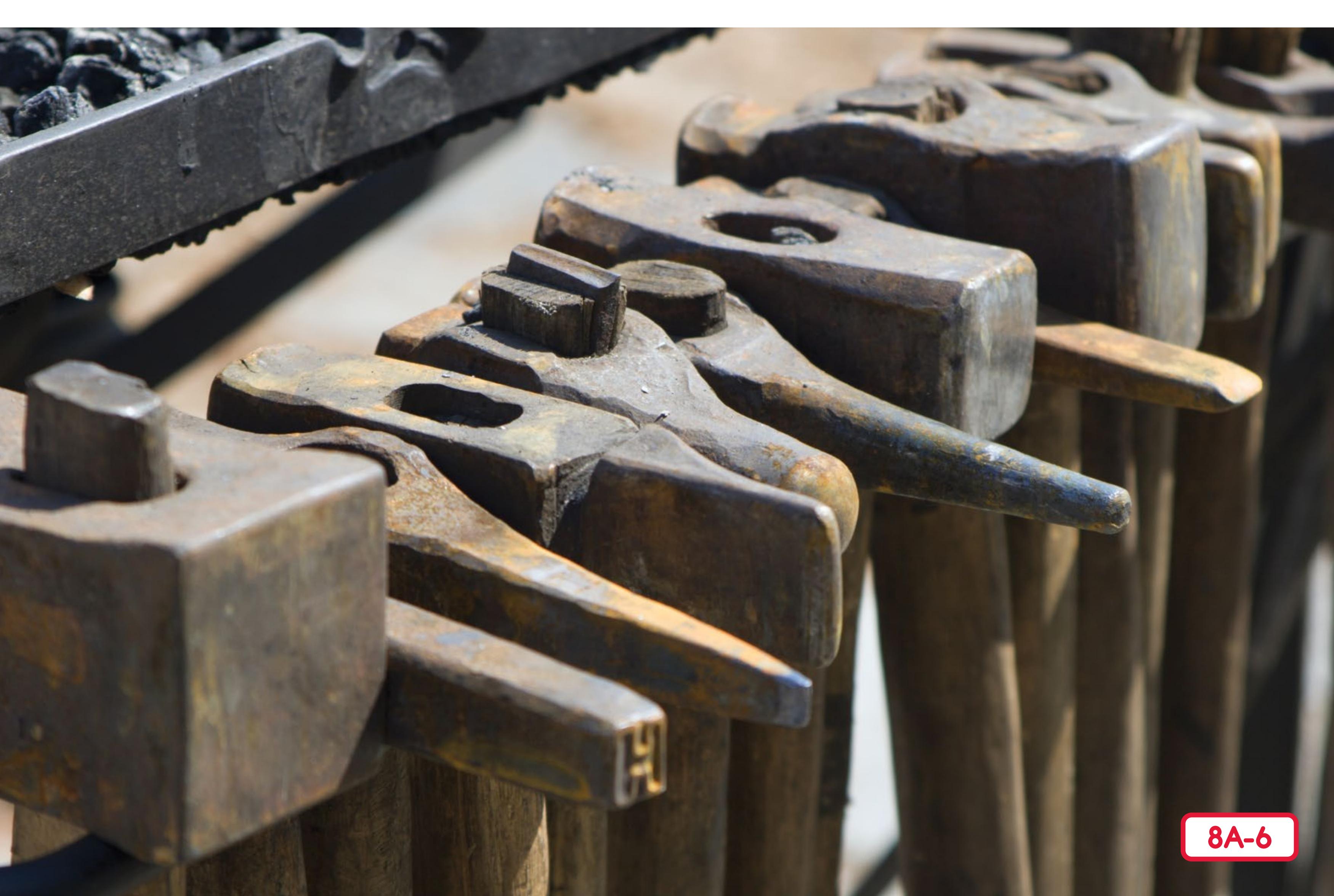
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8A-5



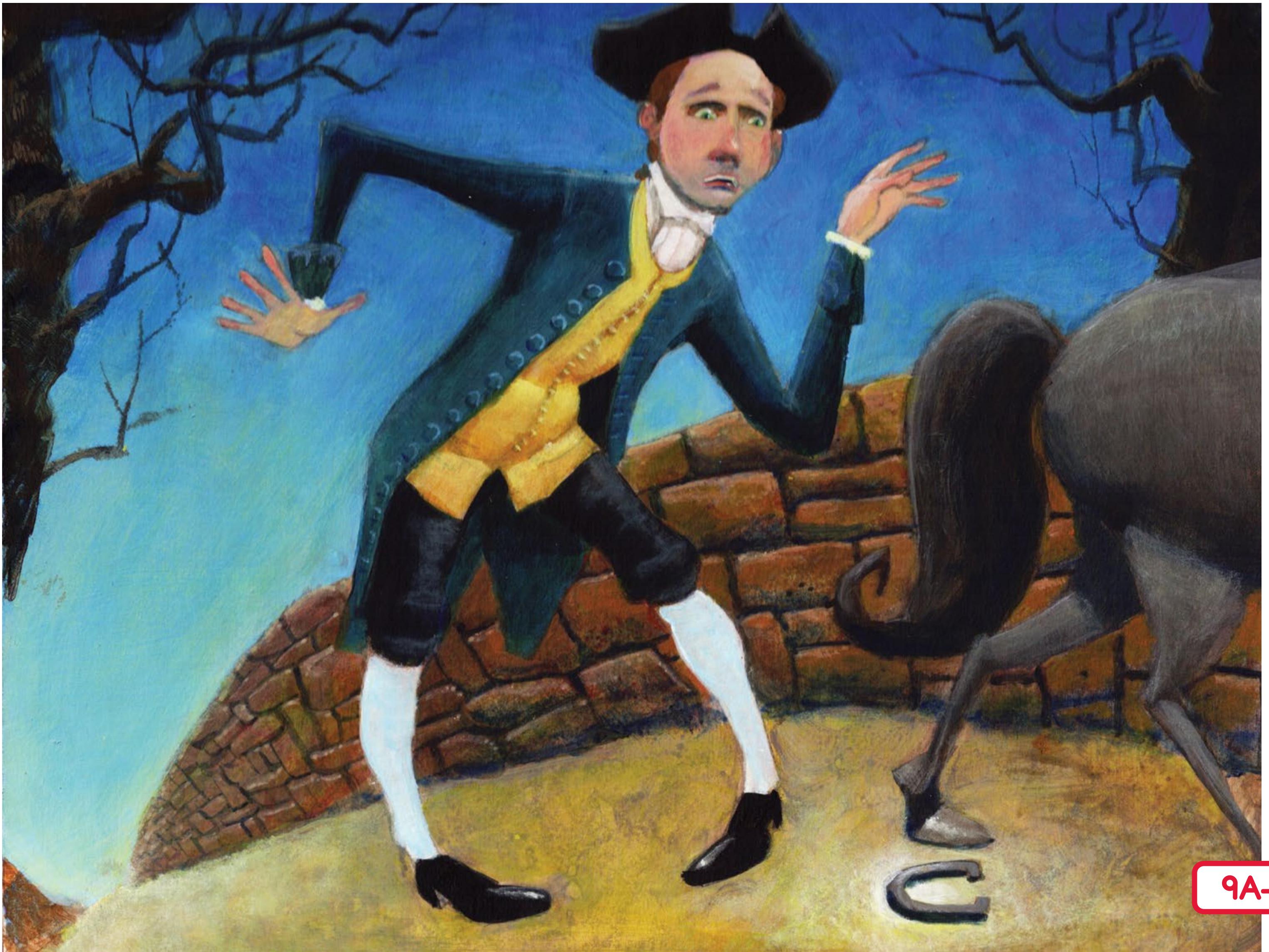
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8A-7



9A-1



9A-2



9A-3



9A-4



9A-5



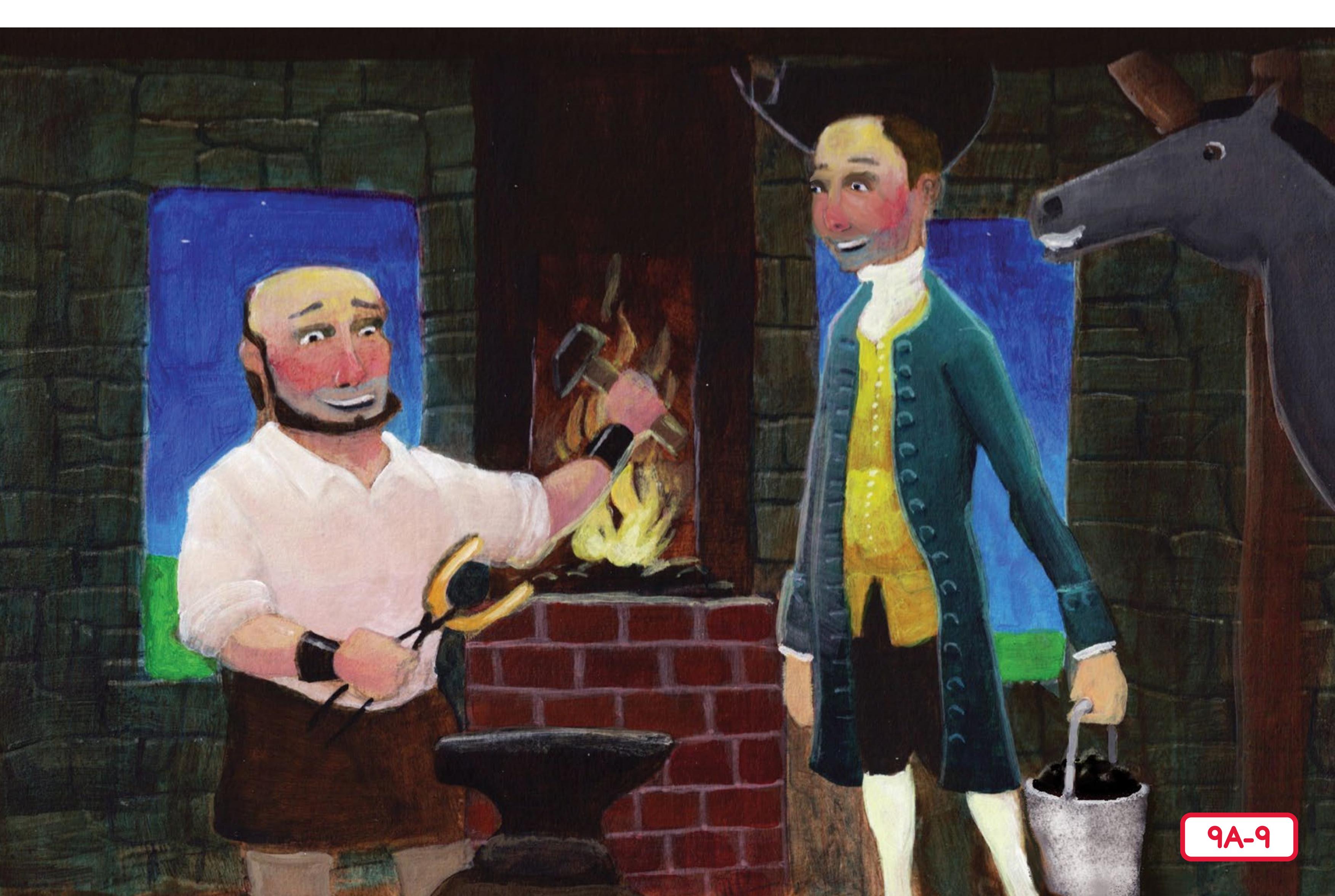
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9A-7



9A-8



9A-9



10A-1



10A-2



10A-3



10A-4



10A-5



10A-6



10A-7

Kindergarten

Knowledge 9

# **Colonial Towns and Townspeople:** **Once Upon America**

**Multiple Meaning Word Posters**

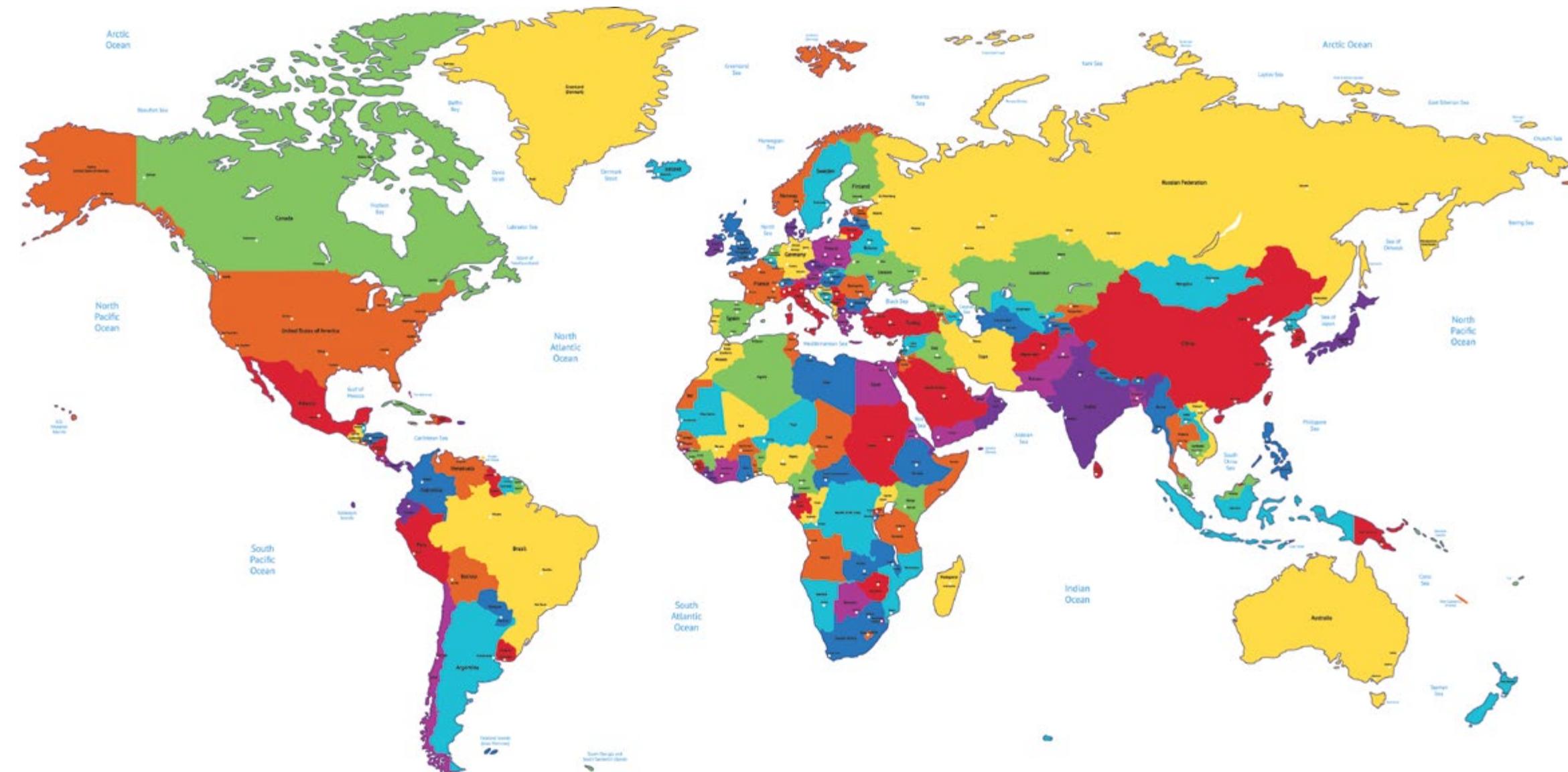
## **Multiple Meaning Word Posters**

The poster(s) in this Flip Book may be cut out and displayed  
on the classroom wall for the duration of the domain.

1



2





# Country (Poster 1M)

1. area of land with few buildings and several farms (*noun*)
2. a nation; area of land controlled by its own government (*noun*)

1



2





# Trade (Poster 2M)

1. to give something to someone and receive something in return (*verb*)
2. a job that uses special skills, knowledge, and tools (*noun*)

1



2





# Shop (Poster 3M)

1. a place where goods are sold (*noun*)
2. to visit places where goods are sold in order to buy things (*verb*)

1



2





# Cobbler (Poster 4M)

1. a person who makes or repairs shoes (*noun*)
2. a dessert made of cooked fruit covered with a thick crust (*noun*)

1



2



3





# Iron (Poster 5M)

1. a strong metal that becomes soft when it is heated with fire (*noun*)
2. a tool with a flat metal base that is heated and used to remove wrinkles from clothing (*noun*)
3. to remove wrinkles from clothing by using a heated device (*verb*)



**Kindergarten | Knowledge 9 | Flip Book**

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**Knowledge 9 | Image Cards**

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# **Colonial Towns and Townspeople: Once Upon America 1**





# **Colonial Towns and Townspeople: Once Upon America 2**





# **Colonial Towns and Townspeople: Once Upon America 3**





# **Colonial Towns and Townspeople: Once Upon America 4**





# **Colonial Towns and Townspeople: Once Upon America 5**





# **Colonial Towns and Townspeople: Once Upon America 6**





# **Colonial Towns and Townspeople: Once Upon America 7**



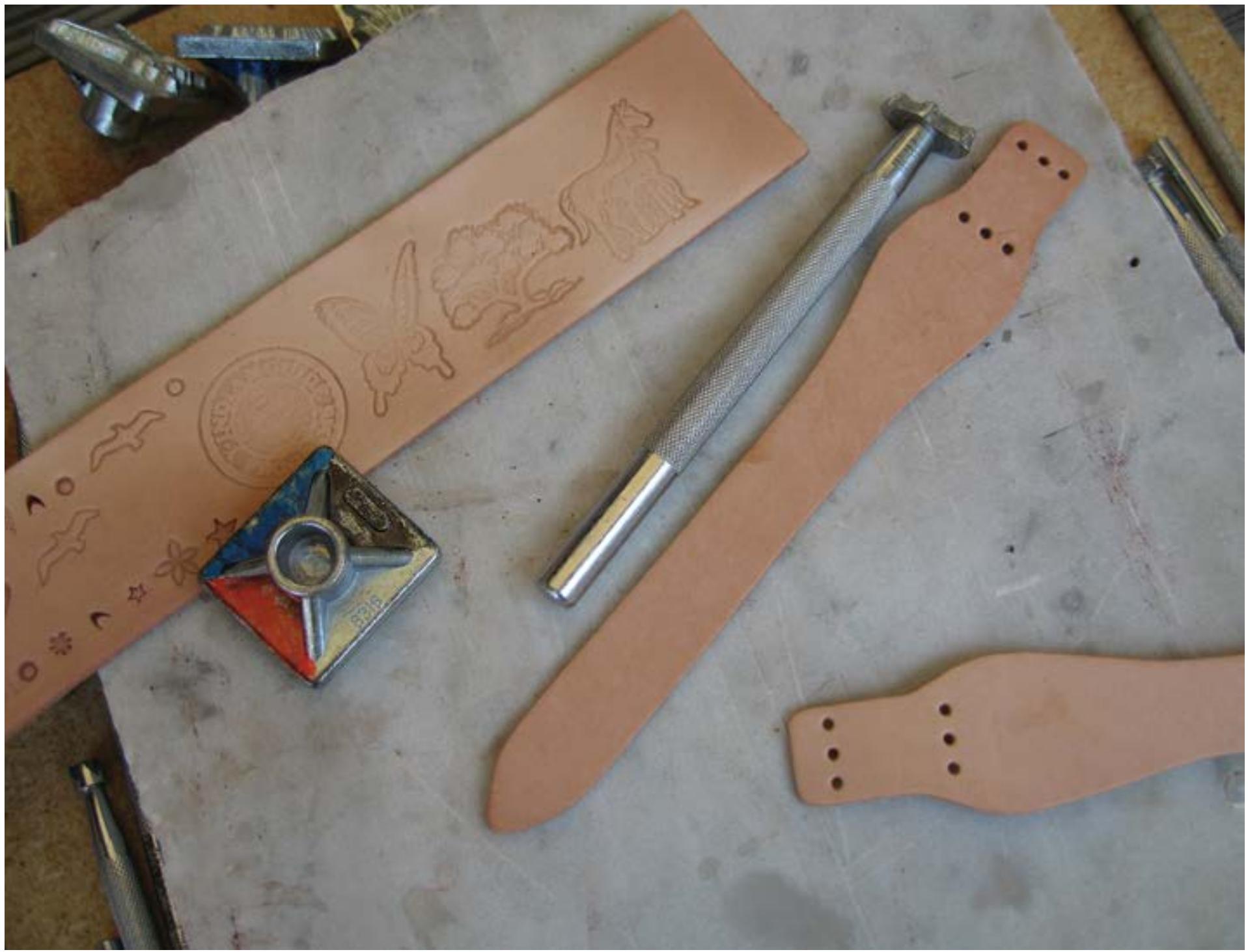


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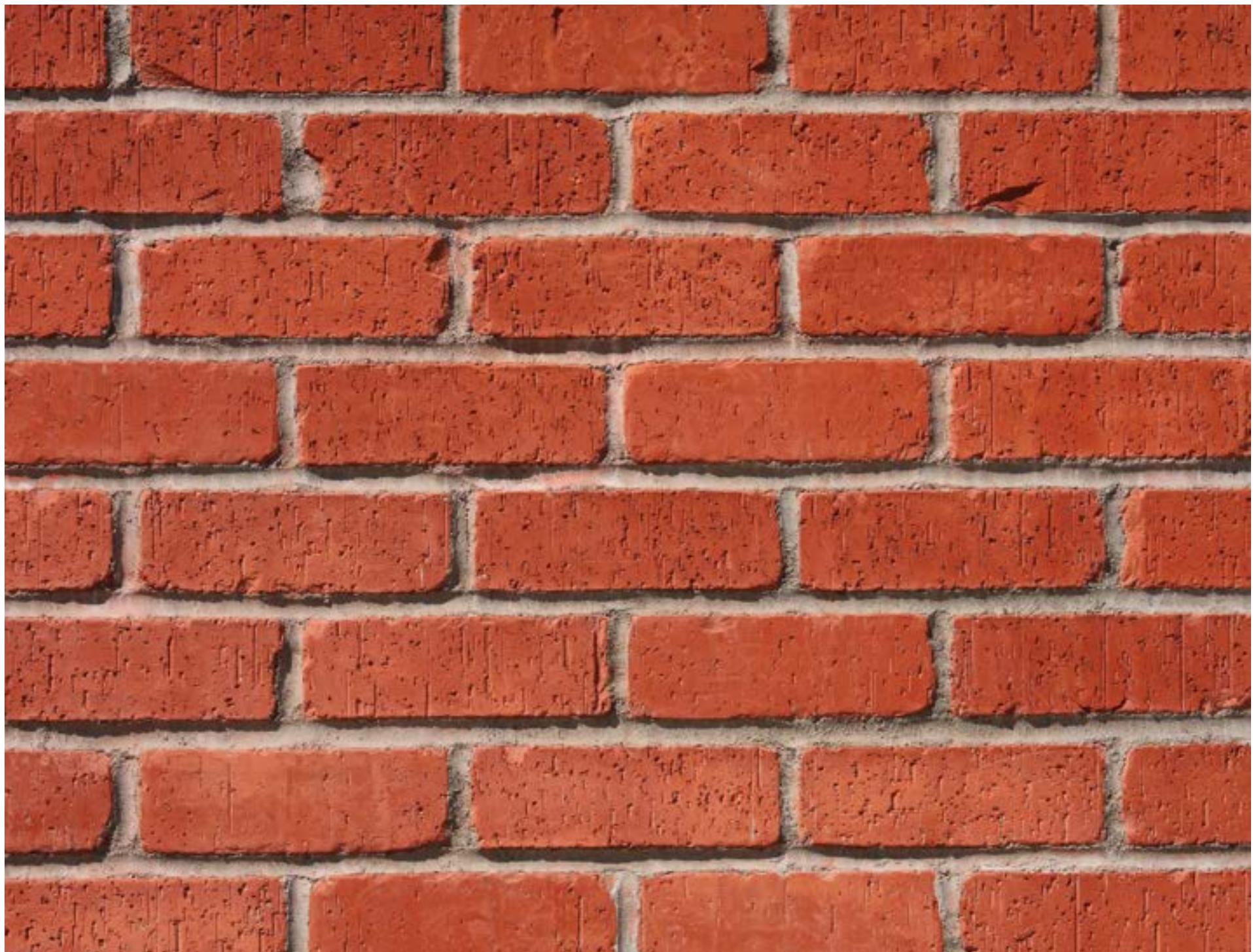


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# **Colonial Towns and Townspeople: Once Upon America 10**





# **Colonial Towns and Townspeople: Once Upon America 11**





# **Colonial Towns and Townspeople: Once Upon America 12**





# **Colonial Towns and Townspeople: Once Upon America 13**





# **Colonial Towns and Townspeople: Once Upon America 14**





# **Colonial Towns and Townspeople: Once Upon America 15**





# **Colonial Towns and Townspeople: Once Upon America 16**





# **Colonial Towns and Townspeople: Once Upon America 17**





# **Colonial Towns and Townspeople: Once Upon America 18**





# **Colonial Towns and Townspeople: Once Upon America 19**





# **Colonial Towns and Townspeople: Once Upon America 20**





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**Kindergarten**

**Knowledge 9 | Digital Components**

**Colonial Towns and Townspeople: Once Upon America**

Kindergarten

Knowledge 9

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# **Colonial Towns and Townspeople: Once Upon America**

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**Digital Components**

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**Lesson 4: Know-Wonder-Learn Chart**

	<b>Know</b>	<b>Wonder</b>	<b>Learn</b>
<b>Clothing</b>			

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In this unit, students will continue their journey through the early history of the United States.

### What's the story?

Students will learn about life in **colonial times**. It was a time in which America evolved from a small group of **dependent British colonies** to a growing, **independent nation**.

### What will my student learn?

Students will explore the **daily lives** of people from **colonial times** and how different they were from students' **present-day life** experiences. The background knowledge students will build in this domain will prepare them to understand specific **historical events** that took place during colonial times.

Students will **draw** detailed **pictures** and **write short phrases** and **sentences** to communicate what they have learned. They will also complete **sequencing activities** to **share** and **organize** what they have learned about life in colonial times.

### Conversation starters

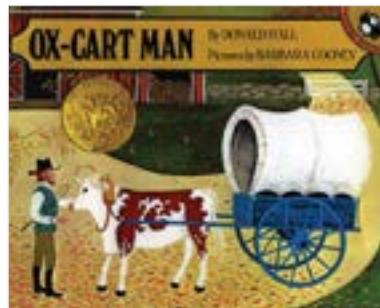
Ask your student questions about the unit to promote discussion and continued learning:

1. What was life like on the farm?  
**Follow up:** What chores did kids have? What did they use for light? And for water? How did they get food?
2. Why did farmers make trips into town?  
**Follow up:** What did a blacksmith do? What did farmers get from cobblers? What did they get at the mill? How did they pay for things in town?
3. What do you need to make bread?  
**Follow up:** Why is yeast important? What does the word *knead* mean? What do you call someone who makes bread? Do you think it is easy or hard to make bread? Why? Can you tell me the sequential steps you need to take to make bread?
4. If you lived in colonial times, what kind of tradesperson do you think you would want to be? (miller, baker, farmer, blacksmith, cobbler, weaver, etc.)  
**Follow up:** Why?
5. What was different about buying clothes during colonial times compared to buying clothes now?  
**Follow up:** What is the same? What is different about our clothing now and that of colonial townspeople? What is the same?

# Kindergarten: Domain 9

## Ox-Cart Man

---



by Donald Hall  
Pictures by Barbara Cooney



●●● QT: 1130L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.



These Read-Alouds may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.



This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the program.

**Summary:** All the goods a family harvests, gathers, and creates during the course of the seasons are collected by the ox-cart man to take to market to sell. His journey to Portsmouth Market and back again illustrates the cycle of farm life in colonial times. Students learn about where various farm products come from, how they are made, and how farmers sold their products to buy necessary items for their families.

### Essential Question

What was life like during colonial times?

Use a T-chart to help students categorize the items the ox-cart man takes to market. Categorize each item based on whether it was raised or harvested or whether it was made by someone in the family.

Raised or harvested	Made by the family
wool potatoes apples honey honeycombs turnips cabbages goose feathers ox	shawl mittens candles linen shingles birch brooms maple sugar ox-cart

---

## Vocabulary Routine

### Tier 2 Vocabulary Words

sheared  
borrowed  
yarn

### Tier 3 Vocabulary Words

wove  
loom  
spinning wheel

## Performance Task

Have students write down three things the ox-cart man took to the market and three things he brought back from the market.

### Students should be able to

- list three things taken to the market (see T-chart).
- list three things brought back from the market (needle, knife, wintergreen peppermint candies, kettle, coins).

## Writing Prompt

Have students write a sentence based on the following prompts. Encourage students to write in complete sentences if possible. Students may illustrate their sentences.

- One job I would like to do on a colonial farm is...
- One thing that is different about life on the farm from my life is...
- Life on a colonial farm is...

# Vocabulary



Kindergarten Domain 9: Colonial Towns and Townspeople:  
Once Upon America



## Context Clues

# Introduction: Context Clues



**Context clues** are the other words in a sentence that help us determine the meaning of an unknown word. Images are another example of context clues.

Let's read this sentence from our domain on colonial towns and townspeople:

It was a **rare** treat to buy colorful cloth in town.

To determine the meaning of the word **rare**, we can look at other words in the sentence. These are context clues.

Let's read it again:

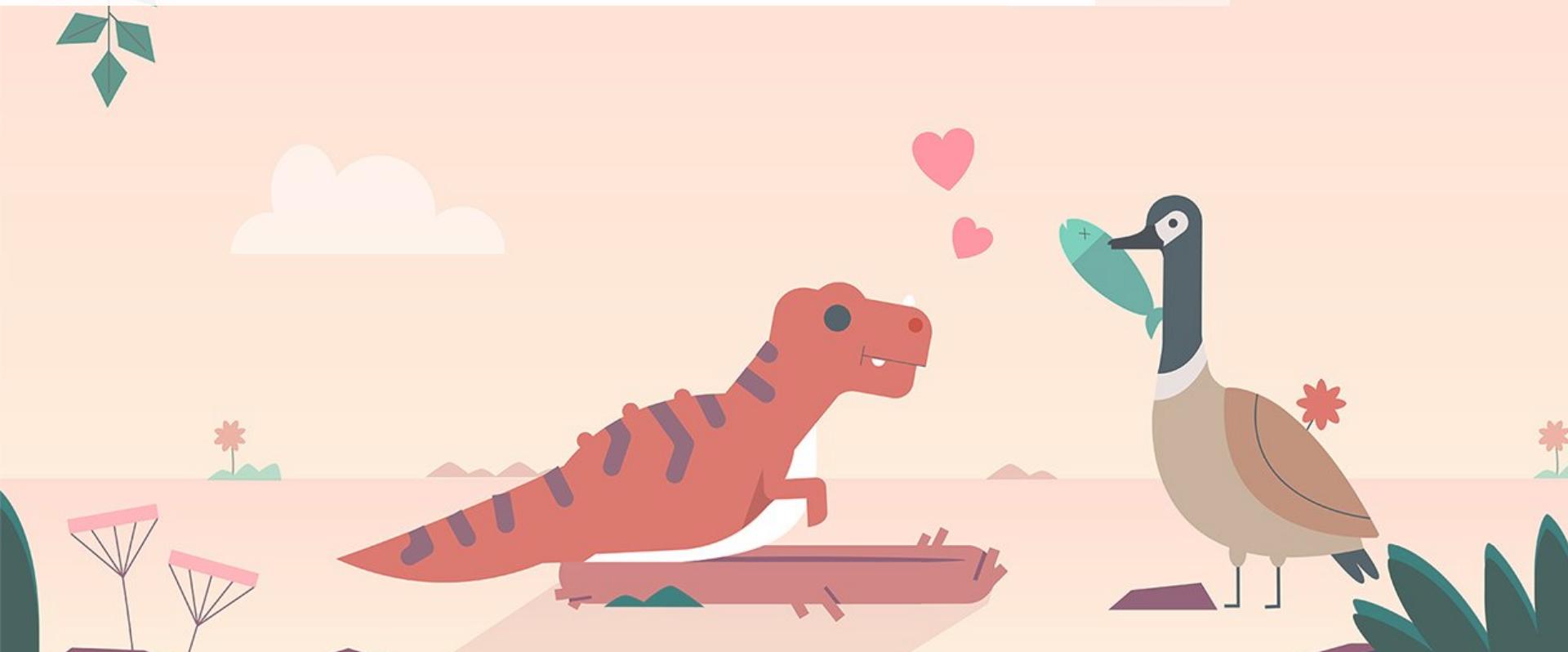
It was a **rare** *treat* to buy colorful cloth in town.

You are probably familiar with the word *treat*.

Do you get *treats* very often?

Based on the meaning of *treat*, we can determine that **rare** means not very often.

# Let's Try It Together!



Let's read this sentence from the domain:

The shoemaker made **attractive** shoes that fit well and made his customers happy.

To determine the meaning of the word **attractive**, we can look at other words in the sentence. These are context clues.

Now, let's read it again:

The shoemaker made attractive shoes that *fit well* and made his customers *happy*.

You are probably familiar with the meaning of the phrases *fit well* and *made them happy*.

Do you like shoes that *fit well* and *make you happy*?

Based on your understanding of the phrases *fit well* and *made them happy*, do you think **attractive** describes a good quality or a bad quality?

Put your thumb up if you think **attractive** describes a *good quality*.

Put your thumb down if you think **attractive** describes a *bad quality*.

Now, if I told you that the word **attractive** is used to describe how something *looks*, would you say:

*The shoes look good.*

*The shoes look bad.*

Put your thumb up if you think **attractive** means the shoes *look good*.

Put your thumb down if you think **attractive** means the shoes *look bad*.

Turn to a partner and discuss the context clues you used to determine that **attractive** describes something that *looks good*.

Now you try one with a partner. Read the sentence:

The elves saw their new clothes and looked  
thrilled to pieces.

Based on context clues, do you think the word **thrilled** means:

very happy

very sad

Did you remember the steps?

1. Look at the other words in the sentence.
2. Use your understanding of familiar words and phrases.

*new clothes*

*to pieces*

3. Determine the meaning of the unknown word.

*very happy*

# Now Try One by Yourself!



Read the sentence:

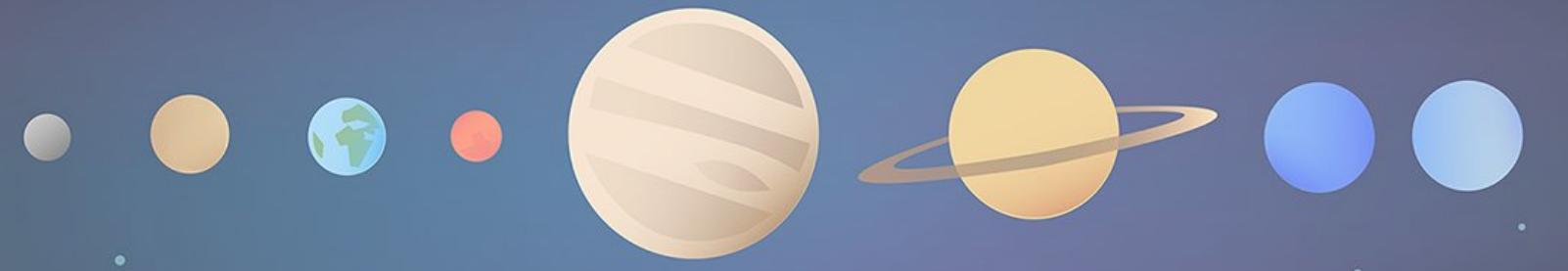
The blacksmith was an **essential** tradesperson, so  
every town in early America had one.

Look for context clues to help determine the meaning of the word **essential**.

Raise one finger if you think **essential** means very important.

Raise five fingers if you think **essential** means NOT very important.

# Answer



**Essential** means necessary and important.  
The context clue in this sentence is  
*every town had one.*