

DRAFT

For Review Purposes Only

These draft materials are intended to provide teachers with insight into the content and structure of the Listening & Learning strand of Core Knowledge Language Arts materials.

Revised materials produced specifically for NYSED, including materials from the Skills Strand, will be posted on this site in 2013. These new materials will include explicit alignment with Common Core State Standards, additional support for English Language Learners, and images and texts compliant with Creative Commons Licensing.

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The Core Knowledge Language Arts Program

Listening & Learning Strand



Tell It Again! Read-Aloud Anthology

Colonial Towns and Townspeople

Published by the Core Knowledge Foundation
www.coreknowledge.org

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PRINTED IN CANADA

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Introduction to Colonial Towns and Townspeople



This introduction includes the necessary background information to be used in teaching the Colonial Towns and Townspeople domain. *The Tell It Again! Read-Aloud Anthology* for Colonial Towns and Townspeople contains thirteen 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. The entire lesson will require a total of fifty minutes.

We have included two Pausing Points in this domain, one after Lesson 7 and another after Lesson 13. You may wish to pause and spend one to two days reviewing, reinforcing, or extending the material taught prior to each of the two Pausing Points. You should spend no more than seventeen days total on this domain.

Along with this anthology, you will need:

- *Tell It Again! Media Disk* or the *Tell It Again! Flip Book* for Colonial Towns and Townspeople
- *Tell It Again! Image Cards* for Colonial Towns and Townspeople
- *Tell It Again! Workbook* for Colonial Towns and Townspeople

You will find the Instructional Objectives and Core Vocabulary for this domain below. The lessons that include Student Choice/ Domain-Related Trade Book Extensions, Image Cards, Parent Letters, Instructional Masters, and Assessments are also listed in the information below.

Why Colonial Towns and Townspeople Are Important

This domain will continue your students' journey as they learn more about the early history of our country. If you have shared the read-alouds from the *Native Americans* and the *Columbus and the Pilgrims* domains with your students, they already know that the Puritans came to America from England, seeking religious freedom. The setting for Colonial Towns and Townspeople is

more than 150 years later, after the colonies have been firmly established. These read-alouds will acquaint your students with what daily life was like for the people who lived during these times and how very different it was from your 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 which also took place during colonial times, as America evolved from a small group of dependent British colonies to a growing, independent nation.

Instructional Objectives for Colonial Towns and Townspeople

The following chart contains all of the Core Content Objectives and Language Arts Objectives for this domain, broken down by lesson.

Colonial Towns and Townspeople Overview													
Objectives	Lessons												
	1	2	3	4	5	6	7	8	9	10	11	12	13
Core Content													
Identify the key characteristics and differences between “towns” and “the country” or “countryside” during the colonial period of American history	✓												
Understand that long ago, during the colonial period, families who lived on farms in the country were largely self-sufficient, and all family members had many daily responsibilities and chores	✓												
List similarities and differences between modern family life and colonial family life	✓												
Describe some features of colonial towns, such as a town square, shops, and adjacent buildings		✓											
Understand that tradespeople have an occupation and expertise in a particular job		✓											
Name or recall the different kinds of tradespeople found in a colonial town		✓											✓
Identify reasons why people who lived in the country traveled to town	✓	✓								✓			
Identify corn and wheat as the original plant products needed to make flour			✓										
Describe the different kinds of tradespeople in a colonial town			✓		✓	✓	✓	✓	✓	✓	✓		
Explain how the tradespeople in colonial towns saved farming families time and effort			✓		✓	✓							
Describe what working in a watermill was like				✓									
Compare the life of a miller to the life of a king				✓									
Identify cotton, flax, and wool as the original plant or animal products needed to make cloth					✓								
Identify, and associate with the appropriate trade, the tools used by colonial tradespeople			✓		✓	✓	✓	✓	✓	✓	✓		
Describe the process of making cloth from cotton, flax, or wool					✓								
Understand 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						✓							
Explain the essential role of the blacksmith in making tools for other tradespeople									✓				

Objectives	Lessons												
	1	2	3	4	5	6	7	8	9	10	11	12	13
Core Content													
Recognize the necessity of heating objects before the blacksmith can shape them										✓			
Describe a teacher as a townspeople responsible for educating young children												✓	
Identify some characteristics of colonial common schools (multiple grade levels, one-room schoolhouse, mostly boys)												✓	
Compare and contrast common schools with today's schools												✓	
Language Arts													
Use agreed-upon rules for group discussions . . . (L.K.1)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Carry on and participate in a conversation over four to five turns . . . (L.K.3)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Identify and express physical sensations, mental states, and emotions of self and others (L.K.4)	✓			✓			✓			✓	✓	✓	✓
Learn and use appropriately the common saying, "Better safe than sorry" (L.K.7)								✓					
Use language to express spatial and temporal relationships (L.K.8)	✓	✓	✓							✓		✓	
Understand print, and identify parts of a book/read-aloud (L.K.9)		✓							✓				
Prior to listening to a read-aloud, identify what they know and have learned that may be related . . . (L.K.10)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Listen to and understand a variety of texts . . . (L.K.11)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Make predictions prior to and during a read-aloud . . . (L.K.12)		✓		✓	✓		✓		✓			✓	
Describe illustrations (L.K.13)				✓				✓		✓			
Use pictures accompanying the read-aloud to check and support understanding . . . (L.K.14)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud . . . (L.K.15)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use narrative language to describe people, places . . . (L.K.16)			✓	✓			✓			✓			
Answer questions that require making interpretations, judgments, or giving opinions . . . (L.K.17)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Compare and contrast similarities and differences . . . (L.K.18)	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
Make personal connections . . . (L.K.19)	✓	✓		✓	✓	✓	✓	✓	✓		✓	✓	✓
With assistance, create and interpret timelines and lifelines related to read-alouds (L.K.20)	✓												
Draw pictures and/or dictate ideas to represent details from the read-aloud (L.K.21)	✓			✓			✓					✓	
Distinguish fantasy from realistic text (L.K.22)				✓			✓				✓		

Objectives	Lessons												
	1	2	3	4	5	6	7	8	9	10	11	12	13
Language Arts													
Evaluate and select read-alouds, books, or poems on the basis of personal choice for rereading (L.K.23)											✓		
Learn new words from read-alouds and discussions (L.K.24)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Retell or dramatize a read-aloud . . . (L.K.25)			✓							✓			
Sequence four to six pictures illustrating events in a story (L.K.26)			✓										
Demonstrate understanding of literary language: e.g., author, illustrator, characters, setting, plot, and personification, by using this language in retelling stories or creating their own stories (L.K.27)										✓			
Change some story events and provide a different story ending (L.K.28)				✓									
Retell important facts and information . . . (L.K.30)			✓		✓								
Sequence four to six pictures illustrating events from a nonfiction read-aloud (L.K.31)			✓										
With assistance, categorize and organize facts and information within a given domain (L.K.32)	✓		✓		✓	✓	✓					✓	✓
Distinguish read-alouds that describe events that happened long ago from . . . (L.K.33)	✓	✓	✓		✓	✓	✓	✓				✓	✓

Core Vocabulary for Colonial Towns and Townspeople

The following list contains all of the boldfaced words in Colonial Towns and Townspeople in the forms in which they appear in the text. The inclusion of the words on this list *does not* mean that students are expected to immediately 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.

Lesson 1

apprentice
 churn
 country
 trade
 tradesperson
 weave

Lesson 2

bartered
 blacksmith
 cobbler
 everyday
 rare
 tailor

Lesson 3

customers
 grindstones
 kneaded
 miller
 yeast

Lesson 4

envy
 extraordinary
 humble
 indignation
 magnificent

Lesson 5

garments
 loom
 spindles
 spinners
 weavers

Lesson 6

breeches
 fabric
 fastened
 measure
 patterns

Lesson 7

attractive
 elves
 poor
 rich
 thrilled

Lesson 8

chisel
 mason
 mortar
 patiently
 trowel

Lesson 9

anvil
 essential
 forge
 horseshoes
 metal

Lesson 10

coal
 downcast
 haste
 merry
 miner

Lesson 11

awkward
 demand
 gallop
 horrified
 overjoyed

Lesson 12

arithmetic
 educated
 interpret
 recess
 slate

Lesson 13

grocer
 peered
 spirits
 sympathy

Student Choice and Domain-Related Trade Book Extensions

In the *Tell It Again! Read-Aloud Anthology* for Colonial Towns and Townspeople, Student Choice activities are suggested in both Pausing Points and in Lesson 11B. Domain-Related Trade Book activities are suggested in both Pausing Points and in Lessons 2B and 9B. A list of recommended titles is included at the end of this introduction, or you may select another title of your choice.

Colonial Towns and Townspeople Image Cards

There are twenty-three Image Cards for Colonial Towns and Townspeople. The Image Cards may be used to enhance students' understanding of the various trades. Students will use the image cards throughout the domain to review the tradespeople already introduced by matching a symbol of a specific trade with the associated tradesperson. Images of modern-day counterparts of the colonial tradespeople are also included. In the *Tell It Again! Read-Aloud Anthology* for Colonial Towns and Townspeople, Image Cards are referenced in both Pausing Points and in Lessons 2, 7, 8, 10, and 12.

Instructional Masters and Parent Take-Home Letters

Blackline Instructional Masters and Parent Take-Home Letters are included in the *Tell It Again! Workbook*. In the *Tell It Again! Read-Aloud Anthology* for Colonial Towns and Townspeople, Instructional Masters are referenced in Lessons 3B and 12B. The Parent Letters are referenced in Lessons 2B and 8B.

Assessments

In the *Tell It Again! Read-Aloud Anthology* for Colonial Towns and Townspeople, Instructional Masters 3B-1, DA-1, and DA-2 are used for this purpose. Use the following *Tens Conversion Chart* to convert a raw score on each assessment into a Tens score.

Tens Conversion Chart

		Number Correct																																							
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30									
1	Number of Questions	0	10																																						
2	Number of Questions	0	5	10																																					
3	Number of Questions	0	3	7	10																																				
4	Number of Questions	0	3	5	8	10																																			
5	Number of Questions	0	2	4	6	8	10																																		
6	Number of Questions	0	2	3	5	7	8	10																																	
7	Number of Questions	0	1	3	4	6	7	9	10																																
8	Number of Questions	0	1	3	4	5	6	8	9	10																															
9	Number of Questions	0	1	2	3	4	6	7	8	9	10																														
10	Number of Questions	0	1	2	3	4	5	6	7	8	9	10																													
11	Number of Questions	0	1	2	3	4	5	5	6	7	8	9	10																												
12	Number of Questions	0	1	2	3	3	4	5	6	7	8	8	9	10																											
13	Number of Questions	0	1	2	2	3	4	5	5	6	7	8	8	9	10																										
14	Number of Questions	0	1	1	2	3	4	4	5	6	6	7	8	9	9	10																									
15	Number of Questions	0	1	1	2	3	3	4	5	5	6	7	7	8	9	9	10																								
16	Number of Questions	0	1	1	2	3	3	4	4	5	6	6	7	8	8	9	9	10																							
17	Number of Questions	0	1	1	2	2	3	4	4	5	5	6	6	7	8	8	9	9	10																						
18	Number of Questions	0	1	1	2	2	3	3	4	4	5	6	6	7	7	8	8	9	9	10																					
19	Number of Questions	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10																				
20	Number of Questions	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10																			
21	Number of Questions	0	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10																		
22	Number of Questions	0	0	1	1	2	2	3	3	4	4	5	5	5	6	6	7	7	8	8	9	9	10	10																	
23	Number of Questions	0	0	1	1	2	2	3	3	3	4	4	5	5	6	6	7	7	7	8	8	9	9	10	10																
24	Number of Questions	0	0	1	1	2	2	3	3	3	4	4	5	5	5	6	6	7	7	8	8	8	9	9	10	10															
25	Number of Questions	0	0	1	1	2	2	2	3	3	4	4	4	5	5	6	6	6	7	7	8	8	8	9	9	10	10														
26	Number of Questions	0	0	1	1	2	2	2	3	3	3	4	4	5	5	5	6	6	7	7	7	8	8	8	9	9	10	10													
27	Number of Questions	0	0	1	1	1	2	2	3	3	3	4	4	4	5	5	6	6	6	7	7	7	8	8	9	9	9	10	10												
28	Number of Questions	0	0	1	1	1	2	2	3	3	3	4	4	4	5	5	5	6	6	6	7	7	8	8	8	9	9	9	10	10											
29	Number of Questions	0	0	1	1	1	2	2	2	3	3	3	4	4	4	5	5	6	6	6	7	7	7	8	8	8	9	9	9	10	10										
30	Number of Questions	0	0	1	1	1	2	2	2	3	3	3	4	4	4	5	5	5	6	6	6	7	7	7	8	8	8	9	9	9	10	10									

Simply find the number of correct answers the student produced along the top of the chart and the number of total questions on the worksheet or activity along the left side. Then find the cell where the column and the row converge. This indicates the Tens score. By using the *Tens Conversion Chart*, you can easily convert any raw score, from 0 to 30, into a Tens score. You may choose to use the Tens Recording Chart which is at the end of the appendix.

Recommended Trade Books for Colonial Towns and Townspeople

If you recommend that parents read aloud with their child each night, you may wish to suggest that they choose titles from this trade book list to reinforce the domain concepts.

Fiction

1. *Charlie Needs a Cloak*, by Tomie DePaola (Aladdin, 1982) ISBN 0671664670
2. *A Horse's Tale: A Colonial Williamsburg Adventure*, by Susan Lubner and illustrated by Margie Moore (Abrams Books for Young Readers, 2008) ISBN 0810994909
3. *OxCart Man*, by Donald Hall and illustrated by Barbara Cooney (Puffin, 1983) ISBN 0140504419
4. *Stone Soup*, by Marcia Brown (Aladdin, 2005) ISBN 0689878362
5. *Town Mouse, Country Mouse*, by Jan Brett (Putnam Juvenile, 2003) ISBN 069811986X

Nonfiction

6. *Clothes in Colonial America*, by Mark Thomas (Children's Press, 2002) ISBN 0516234900
7. *Colonial Days: Discover the Past with Fun Projects, Games, Activities, and Recipes (American Kids in History Series)*, by David C. King (Jossey Bass, 1998) ISBN 0471161683
8. *Colonial Home*, by Bobbie Kalman and John Crossingham (Crabtree Publishing, 2000) ISBN 086505469X
9. *Colonial Life (A True Book)*, by Brendan January (Children's Press, 2001) ISBN 0516271946
10. *Colonial Times from A to Z*, by Bobbie Kalman (Crabtree Publishing, 1997) ISBN 086505407X
11. *Food in Colonial America*, by Mark Thomas (Children's Press, 2002) ISBN 0516234919
12. *Fun and Games in Colonial America*, by Mark Thomas (Children's Press, 2002) ISBN 0516234927

13. *Homes in Colonial America*, by Mark Thomas (Children's Press, 2002) ISBN 0516234935
14. *If You Lived in Colonial Times*, by Ann McGovern and illustrated by June Otani (Scholastic, 1992) ISBN 059045160X
15. *If You Lived in Williamsburg in Colonial Days*, by Barbara Brenner and Jennie Williams (Scholastic, 2000) ISBN 0590929224
16. *Life in a Colonial Town (Picture the Past)*, by Sally Senzell Isaacs (Heinemann Library, 2001) ISBN 1588102971
17. *New Americans: Colonial Times: 1620-1689*, by Betsy Maestro and Giulio Maestro
18. *A Sampler View of Colonial Life with Projects Kids Can Make*, by Mary Cobb (Millbrook Press, 1998) ISBN 0761303820
19. *School in Colonial America*, by Mark Thomas (Children's Press, 2002) ISBN 0516234943
20. *Work in Colonial America*, by Mark Thomas (Children's Press, 2002) ISBN 0516234951

1

The Country Family



Lesson Objectives

Core Content Objectives

Students will:

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

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.K.1)
- Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments, or responding to a partner’s comments with either an adult or another child of the same age (L.K.3)
- Identify and express physical sensations, mental states, and emotions of self and others (L.K.4)
- Use language to express spatial and temporal relationships (*up, down, before, after*, etc.) (L.K.8)

- Prior to listening to a read-aloud, identify what they know and have learned that may be related to the specific story or topic to be read aloud (L.K.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.K.11)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.K.14)
- Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.K.15)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.K.17)
- Compare and contrast similarities and differences within a single read-aloud or between two or more read-alouds (L.K.18)
- Make personal connections to events or experiences in a read-aloud, and/or make connections among several read-alouds (L.K.19)
- With assistance, create and interpret timelines and lifelines related to read-alouds (L.K.20)
- Draw pictures and/or dictate ideas to represent details or information from a read-aloud (L.K.21)
- Learn new words from read-alouds and discussions (L.K.24)
- With assistance, categorize and organize facts and information within a given domain (L.K.32)
- Distinguish read-alouds that describe events that happened long ago from those that describe contemporary or current events (L.K.33)

Core Vocabulary

apprentice, n. Someone who works with a tradesperson to learn his or her job

Example: The boy chose to be the baker's apprentice so he could learn how to be a baker when he grew up.

Variation(s): apprentices

churn, n. A wooden container with a handle designed to stir milk into butter

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

Variation(s): churns

country, n. An area of land with few buildings, where homes are distant from one another, and most of the land is made up of farms

Example: The farmer and his family lived in the country.

Variation(s): none

trade, n. A job that uses special skills, knowledge, and tools

Example: Dylan worked as an apprentice to learn the trade of blacksmithing.

Variation(s): trades

tradesperson, n. A person who works in a job that requires special skills, knowledge, and tools

Example: My aunt is a tradesperson because she works as a carpenter, building dollhouses out of wood.

Variation(s): tradespeople

weave, v. To combine strands of thread or yarn in an alternating pattern in order to make cloth

Example: The mother asked her daughter to help her weave together pieces of yarn into a square of cloth.

Variation(s): weaves, wove, weaving

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

1A

The Country Family



Introducing the Read-Aloud

10 minutes

Domain Introduction

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

Then explain that over the next few days they will be learning about towns, places where farmers could go to buy things that would make life easier at home. Ask students where they get their food and clothes. Explain that hundreds of years ago, there were only a few kinds of stores, called shops, and they were only found in towns, which could sometimes be very far from a farmer's house. A very large town might have several different shops, but most towns were small, often with only one shop. This one shop carried just about every type of good a farmer could need—flour, cloth, seeds, tools, and so on. Unlike today's stores which require money for the purchase of any goods, during colonial times these shops traded their goods for a farmer's crops, a practice called bartering. In towns, people lived and worked in buildings and shops that were close together. In the country, homes and farms were far apart. Over the next few weeks, students will learn about tradespeople, people who had special jobs like making clothes or building houses. Farmers liked going to town because tradespeople made and sold things farmers needed so they didn't have to make them at home. A farmer went to town for a lot of the same reasons we go to stores today.

Essential Background Information or Terms

Explain that over the next few weeks you will be reading stories about people who lived in America long ago. If you have already taught the *Native Americans* and/or the *Columbus and the Pilgrims* domain(s), take this opportunity to identify the time period you will be reading about by plotting it on a timeline along with other key time periods in American history that you have already studied. If you have not yet covered these domains, take this opportunity to briefly relate the key events that have led up to the settlement of the colonies. Use a timeline you already have, or make one with index cards along a piece of yarn. Tape index cards labeled with century markers from 1000 to 2000 at even intervals along a piece of yarn or string. Add one card after 2000 labeled with the current year.

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

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

1620: Pilgrims land at Plymouth Rock and establish Plymouth colony

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

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

groups of Europeans sailed to America to stay and live here permanently. One such group was the Pilgrims. Groups like the Pilgrims set up colonies or towns in America that were ruled by England. Native Americans continued to live in America on lands near these colonies, but they didn't live in the same kinds of towns that European Americans did. The first European-settled towns were small with a few common buildings, and lands to grow crops. As the years passed, more colonies were established along the east coast of America. The farms and the towns grew larger, and people who lived there grew to depend more on each other for the things they needed. The colonial towns we will read about were formed in the early 1700s, when these colonies were still under English rule.

Purpose for Listening

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



The Country Family

← Show image 1A-1: Farmer out in field

Today we're going to take an imaginary trip back in time, about three hundred years ago, to an early American farm. If you lived in the **country** long ago, you and your family did *most* of the work necessary for survival right at home.¹ In the country, houses were far apart from one another, so you couldn't rely on neighbors or stores to get what you needed—you had to make it 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!

- 1 The country is an area of land with few buildings and several farms.



← Show image 1A-2: Old-fashioned water well

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. There were no electric ovens or stoves,² 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,³ so you had to fetch any water you needed for drinking, cooking, or cleaning from the nearby creek or the well outside.⁴ 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!*

- 2 like we have today
- 3 like we have in kitchens and bathrooms today
- 4 (Point to the well in the picture.)



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

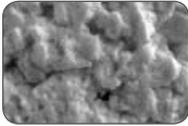
At the start of a typical day in the country, the first thing a woman did was fetch wood to start the fire in the hearth, or fireplace. The hearth was the most important place in the home—most of the chores to be done required fire, and especially in the winter, everyone needed to stay close to the hearth 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, let it rise for several hours, and bake the loaf in an iron pot with a tight lid hanging over the hearth.⁵

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



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

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

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



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

To make butter, milk was left to sit until the fatty cream floated to the top. Then the cream was poured into a tall, wooden container called a **churn**.⁶ 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.

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



← **Show image 1A-7: Old smokehouse**

People in the country ate mostly vegetables and grains. They only ate meat if the men or nearby neighbors had butchered⁷ one of their animals. Because there were no refrigerators, the meat had to be preserved so it would not spoil.⁸ This was done by hanging it in strips above the fire or in a separate shed called a smokehouse. The smoke from the fire dried out the meat, which prevented spoiling.⁹ Other foods were preserved by covering them in salt, canning them, or storing them in a cool, dark cellar.¹⁰

- 7 or killed for food

- 8 or go bad

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

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



← **Show image 1A-8: Spinning 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,¹¹ and women cleaned and dyed this cotton or wool.¹² 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.¹³ 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 it was 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.

11 or cut the wool off sheep

12 To *dye* cotton or wool means to color it.

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



← **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.¹⁴ 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**.¹⁵ Each boy would become an **apprentice** for several years, working with a master **tradesperson** in town to learn his job.¹⁶ 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.

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

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

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

Comprehension Questions

(10 minutes)

If students have difficulty responding to the questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use the read-aloud or domain vocabulary in their response, acknowledge correct responses by expanding the students' responses using richer and more complex language. It is highly recommended that you ask students to answer in complete sentences by asking them to restate the question in their responses.

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

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

9. *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.)

Word Work: Country

(5 minutes)

1. In the story today, we heard that if you lived in the *country* years ago, you and your family did most of the work necessary for survival right at home.
2. Say the word *country* with me.
3. The country is an area of land with few buildings, where homes are distant or far apart from one another, and most of the land is made up of farms.
4. I love being out in the country at night—there isn't any traffic, so it's quiet, and there aren't many lights from buildings, 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 the students' responses: "I might see _____ in the country.")
6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to describe some objects. If the object I describe is something you might see in the country, say, "country." If the object I describe is not something you might see in the country, say, "not the country."

1. a cow (country)
2. a skyscraper (not the country)
3. a barn (country)
4. a field of wildflowers (country)
5. a traffic jam of cars (not the country)



Complete Remainder of the Lesson Later in the Day

1B

The Country Family



Extensions

15 minutes

Venn Diagram

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

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

2

A Trip to Town



Lesson Objectives

Core Content Objectives

Students will:

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

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.K.1)
- Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments, or responding to a partner’s comments with either an adult or another child of the same age (L.K.3)
- Use language to express spatial and temporal relationships (*up*, *down*, *before*, *after*, etc.) (L.K.8)
- Understand print and identify parts of a book/read-aloud, i.e., left to right, top-to-bottom sweeping, title/title page, author, illustrator, cover (L.K.9)
- Prior to listening to a read-aloud, identify what they know and have learned that may be related to the specific story or topic to be read aloud (L.K.10)

- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.K.11)
- Make predictions prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far and then compare the actual outcomes to predictions (L.K.12)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.K.14)
- Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.K.15)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.K.17)
- Compare and contrast similarities and differences within a single read-aloud, or between two or more read-alouds (L.K.18)
- Make personal connections to events or experiences in a read-aloud, and/or make connections among several read-alouds (L.K.19)
- Learn new words from read-alouds and discussions (L.K.24)
- Distinguish read-alouds that describe events that happened long ago from those that describe contemporary or current events (L.K.33)

Core Vocabulary

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

Example: In colonial times, farmers bartered their crops for cloth and other goods from the shops in town.

Variation(s): barter, barters, bartering

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

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

Variation(s): blacksmiths

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

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

Variation(s): cobblers

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

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

Variation(s): none

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

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

Variation(s): rarer, rarest

tailor, n. A tradesperson who makes and fixes clothing

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

Variation(s): tailors

<i>At a Glance</i>	Exercise	Materials	Minutes
Introducing the Read-Aloud	Essential Background Information or Terms	Image Cards 15–19, 21, 22	10
	Purpose for Listening		
Presenting the Read-Aloud	A Trip to Town		10
Discussing the Read-Aloud	Comprehension Questions		10
	Word Work: Everyday and Rare		5
 Complete Remainder of the Lesson Later in the Day			
Extensions	Domain-Related Trade Book	<i>Ox-Cart Man</i> , by Donald Hall	15
Take-Home Material	Parent Letter	Instructional Master 2B-1	

2A

A Trip to Town



Introducing the Read-Aloud

10 minutes

Essential Background Information or Terms

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

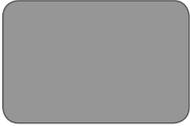
Remind the students that people who lived in the country sometimes traveled to towns to pay expert workers, called tradespeople, to do some of this work for them or to make some of their work easier to do. Explain that tradespeople became experts in their jobs so that other people didn't have to do these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

Explain that today we still rely on the help of workers who become experts at their jobs so that they can help us do things we can't do by ourselves. Some of today's workers work with their hands to make things using specialized tools and knowledge, just like colonial tradespeople. Show and name the modern tradespeople in these Image Cards: modern farmer (15), modern pastry chef (16), seamstress (17), tailor (18), factory worker (19), construction worker (21), and metal worker (22).

Purpose for Listening

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

A Trip to Town



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

- 1 or something that happened every day
- 2 (Point to the wagon in the picture.)
- 3 Rare is the opposite of everyday. If something is rare, it doesn't happen very often.

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

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

- 4 or experts

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

- 5 (Point to the goods.)

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



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



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

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

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

7 or crushed

8 (Point to the water wheel in the picture.)

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



← **Show image 2A-5: Wealthy farmer shopping**

If you were a rich farmer, you may have visited the hatter for a new hat, or the dressmaker to buy a new dress for your daughter. Instead of buying cloth, you may just have bought yourself a new shirt from the **tailor**.¹⁰ And you would have had to visit the all-important **cobbler**, who would have made you a new pair of strong, leather shoes.

10 (Point to the tailor.) A tailor is a person who makes or fixes clothing.



← **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.



← **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 townspeople and the jobs they did in town.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

(10 minutes)

If students have difficulty responding to the questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use the read-aloud or domain vocabulary in their response, acknowledge correct responses by expanding the students' responses using richer and more complex language. It is highly recommended that you ask students to answer in complete sentences by asking them to restate the question in their responses.

1. Why did farmers go into town? (to barter for goods) Why were trips to town rare instead of everyday? (It was a long trip; farmers didn't want to leave farm that long.)
2. Describe what you might see in town. (a town square; houses and shops that were close together; different tradespeople; etc.)
3. What might a farmer bring to barter or sell in town? (food: milk, cheese, butter, eggs; crops; animals; etc.) What place would he go to sell these things? (trading post or a general store)
4. What is the center of town called, where people went to hear news and announcements? (town square)
5. Why would a farmer go to the mill? (to have the miller grind his wheat into flour)
6. Why would only successful or rich farmers visit the tailor? (Clothes were expensive. Only farmers with extra money could afford to buy ready-made clothing; other farmers and families had to make their own clothing because that cost less money.)
7. What could a farmer get from a cobbler? (shoes)
8. What could a farmer get from a blacksmith? (horseshoes; iron nails; tools)

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

9. *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.)

Word Work: Everyday and Rare

(5 minutes)

1. In the story today, we heard that 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 the students' responses: "_____ is an everyday event.")
6. What is the word we've been talking about?

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

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



Complete Remainder of the Lesson Later in the Day

2B

A Trip to Town



Extensions

15 minutes

Domain-Related Trade Book

If it is available, read aloud *Ox-Cart Man*, by Donald Hall. This book is a simple story of a farmer who loads up his cart and goes to town, selling all the objects he has made and grown that year. If this book is not available, refer to the list of recommended trade books in the domain introduction and choose another text about town life. Introduce the book by discussing the cover and title page. Share with students the author's and illustrator's names. As you read, use the same strategies that you have been using when reading the read-aloud selections in this anthology—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc.

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

Parent Letter

Send home Instructional Master 2B-1.

3

The Bread Makers: Millers and Bakers



Lesson Objectives

Core Content Objectives

Students will:

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

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.K.1)
- Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.K.3)
- Use language to express spatial and temporal relationships (*up, down, before, after*, etc.) (L.K.8)
- Prior to listening to a read-aloud, identify what they know and have learned that may be related to the specific story or topic to be read aloud (L.K.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.K.11)

- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.K.14)
- Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.K.15)
- Use narrative language to describe people, places, things, locations, events, actions, a scene, or facts in a read-aloud (L.K.16)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.K.17)
- Compare and contrast similarities and differences within a single read-aloud, or between two or more read-alouds (L.K.18)
- Learn new words from read-alouds and discussions (L.K.24)
- Retell or dramatize a read-aloud, including characters and beginning, middle, and end events of the story in proper sequence (L.K.25)
- Sequence four to six pictures illustrating events in a story (L.K.26)
- Retell important facts and information from a read-aloud (L.K.30)
- Sequence four to six pictures illustrating events from a nonfiction read-aloud (L.K.31)
- With assistance, categorize and organize facts and information within a given domain (L.K.32)
- Distinguish read-alouds that describe events that happened long ago from those that describe contemporary or current events (L.K.33)

Core Vocabulary

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

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

Variation(s): customer

grindstones, n. Two stones between which wheat or corn is crushed to make flour

Example: It was hard to rub the grindstones together by hand, and it took a long time to make just a little flour.

Variation(s): grindstone

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

Example: I was watching how the pizza maker kneaded the dough before he flattened it to make a crust.

Variation(s): knead, kneads, kneading

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

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

Variation(s): millers

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

Example: After my mom added the yeast, the ball of dough tripled in size.

Variation(s): none

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?	Now and Then Venn Diagram from Lesson 1	10
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	The Bread Makers: Millers and Bakers		10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Customers		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Retelling a Sequence of Events	Instructional Master 3B-1	15

3A

The Bread Makers: Millers and Bakers



Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

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

Tell students that today's read-aloud is about people who made bread. Ask students to describe the breads that they like to eat. Students may note that today they buy their bread at a store, that it may come sliced, that there are many kinds of breads, etc. Remind the students that in the first read-aloud they learned how bread was made at home in the country. Ask students if they can identify the main ingredient of bread. (flour) Ask students if they remember where flour comes from.

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

tradespeople, the miller and the baker, who helped with different steps in this process of making bread.

Purpose for Listening

Tell students to listen to find out more about how bread was made in colonial times.



The Bread Makers: Millers and Bakers

← Show image 3A-1: Breads

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

1 What's your favorite type of bread?

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

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



← Show image 3A-2: Wheat field

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

3 (Point to the grindstones in the next picture.)

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



← Show image 3A-3: Grindstones

Early grindstones, used by native peoples 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**

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

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

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



← **Show image 3A-5: Watermill**

Watermills 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 and press hard to grind the grains.



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

5 So which tradesperson makes flour?

The tradesperson in charge of the mill was called a **miller**. The miller would charge farmers money (or a share of their grains) to grind their flour for them. A miller with a watermill could grind and bag more flour in a day than a farmer with a grindstone could grind in weeks.⁵



← **Show image 3A-7: Baker's shop**

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



← **Show image 3A-8: Woman kneading dough**

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

6 or mixed it together with his hands

Next, the baker **kneaded** the dough.⁶ Kneading dough is like mashing the dough together lots of different ways to make sure

7 Have you ever kneaded play dough with your hands?



← **Show image 3A-9: Traditional wood-firing oven**

8 (Mime rolling a rolling pin.) You might have used a rolling pin when playing with play dough or making cookies.

the ingredients are all evenly mixed. Certain kinds of bread had to be kneaded for a long time before the dough was ready to bake.⁷

Next, the baker shaped the dough, either by patting it with his hands or rolling it with a rolling pin.⁸ 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.

9 (Inhale deeply through your nose.)



← **Show image 3A-10: Modern bakery**

When the bread was just the right shade of brown, the baker took it out of the oven and let it cool for awhile. Mmmmm, can't you just smell that wonderful aroma?⁹ That's freshly-baked, warm bread, ready to eat!

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

Bread is still made today in more or less the same way it was made in early America three hundred years ago.¹⁰ The first step is making the dough.

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

Bakers have to get up extra early—sometimes at two or three o'clock in the morning—to start making dough and start baking bread for their first **customers**.¹¹ 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.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

(10 minutes)

If students have difficulty responding to the questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use the read-aloud or domain vocabulary in their response, acknowledge correct responses by expanding the students' responses using richer and more complex language. It is highly recommended that you ask students to answer in complete sentences by asking them to restate the question in their responses.

1. From which plants is flour made? (corn, wheat)
2. What is a mill? (a building with equipment designed to grind wheat into flour) How does a watermill work? (The water wheel turns the millstones, which grind the wheat into flour.) Explain how a miller made flour. (He took grain and placed it between two grindstones. He let the water turn the grindstones and then collected the flour.)
3. What ingredients are in dough? (flour, water, yeast, and sometimes salt)
4. Explain how a baker makes bread. (He mixes together flour with water and yeast, kneads it, lets it rise, and puts it in the oven.) What is the word used for mixing the dough by hand? (kneading)
5. Why is yeast important? (It makes the dough rise or puff up.)
6. Besides a loaf of bread, what other foods are made with flour? (cakes, rolls, tortillas, etc.)

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

7. *Think Pair Share:* Millers grind wheat into flour, and bakers use the flour to bake bread. If you were traveling to town from your faraway farm and wanted your family to have bread all winter, would you rather get a bag of flour or a loaf of bread? (bag of

flour) Why? (You can make more bread that way, and one loaf won't last long.) So who should you visit? (miller)

Word Work: Customers

(5 minutes)

1. In the story today, we learned that bakers sometimes start baking at two or three o'clock in the morning to be ready 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 put in their carts 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 the students' responses: "There are customers in a _____.")
6. What is the word we've been talking about?

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

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



Complete Remainder of the Lesson Later in the Day

3B

The Bread Makers: Millers and Bakers



Extensions

15 minutes



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

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

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

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

4

The Miller of the Dee



Lesson Objectives

Core Content Objectives

Students will:

- Describe what working in a watermill was like
- Compare the life of a miller to the life of a king

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.K.1)
- Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.K.3)
- Identify and express physical sensations, mental states, and emotions of self and others (L.K.4)
- Prior to listening to a read-aloud, identify what they know and have learned that may be related to the specific story or topic to be read aloud (L.K.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.K.11)
- Make predictions prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far and then compare the actual outcomes to predictions (L.K.12)
- Describe illustrations (L.K.13)

- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.K.14)
- Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.K.15)
- Use narrative language to describe people, places, things, locations, events, actions, a scene, or facts in a read-aloud (L.K.16)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.K.17)
- Compare and contrast similarities and differences within a single read-aloud, or between two or more read-alouds (L.K.18)
- Make personal connections to events or experiences in a read-aloud, and/or make connections among several read-alouds (L.K.19)
- Draw pictures and/or dictate ideas to represent details or information from a read-aloud (L.K.21)
- Distinguish fantasy from realistic text (L.K.22)
- Learn new words from read-alouds and discussions (L.K.24)
- Change some story events and provide a different story ending (L.K.28)

Core Vocabulary

envy, v. To be jealous; to strongly want what someone else has

Example: I envy my brother’s ability to swim because I don’t know how to swim.

Variation(s): envies, envied, envying

extraordinary, adj. Surprising and wonderful; not dull or ordinary

Example: The sunset was extraordinary with its many colors.

Variation(s): none

humble, adj. Simple; not grand

Example: Because our apartment is small and not very fancy, Mom says to our guests, “Welcome to our humble home.”

Variation(s): humbler, humblest

indignation, n. Anger caused by something that is unfair or mean

Example: When I saw the boy steal the baby's rattle, I was filled with indignation.

Variation(s): none

magnificent, adj. Impressive; beautiful; grand

Example: The castle was magnificent.

Variation(s): none

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Making Predictions about the Read-Aloud		10
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	The Miller of the Dee		10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Extraordinary		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Drawing the Read-Aloud	drawing paper, drawing tools	15

4A

The Miller of the Dee



Introducing the Read-Aloud

10 minutes

Making Predictions about the Read-Aloud

Review the previous read-aloud about the miller and the baker, including the roles they played in the overall process of making wheat or corn into bread. Highlight especially the miller and how a watermill works to make wheat into flour. Explain that in today's read-aloud, instead of hearing facts and information about millers and bakers in Colonial American towns, students will listen to a fictional story about two characters, a miller and a king, who meet by chance while traveling. Remind students that no kings lived in Colonial America. Colonial Americans were subjects of the King of England. Tell students the setting for the story they are about to hear is England.

Ask students to close their eyes and imagine what it would be like to be a miller working in a watermill all day. The water would be crashing over the big wheel like a waterfall, causing the huge stones inside the mill to grind wheat into fine, powdery flour. The rushing water might make the wind blow through the mill, blowing the powdery flour all over the floor. However, as the miller, your job would be to collect this flour and pour it into bags quickly before too much more flour was made. Now, ask students to close their eyes and imagine being a king living in a castle all day. If you have already taught the *Kings and Queens* domain, use key domain vocabulary to remind them about a king's daily life: sitting on a throne, having servants bring you whatever you wanted, and generally doing whatever you wanted whenever you wanted. As a king, you would give orders to others to do things, but would not have to do much work yourself. Ask students to imagine who they would choose to be if they had such a choice—a miller or a king? Why?

Now tell students that in today's story, a miller meets a king by chance and they talk to one another about their lives. After they

talk, one person wants to change places with the other person, because he feels envy, or jealousy, about the other person's life. He feels envy because he wants what the other person has. Ask students to predict who will be envious of whom, and why.

Purpose for Listening

Tell students to listen to find out if their predictions are correct.



The Miller of the Dee

← Show image 4A-1: Miller by the river

There once was a miller who ran a mill on the banks of the River Dee in England. Every morning, he kissed his wife and baby goodbye and walked the short distance from his house to his mill. He enjoyed his walk. He liked to gaze¹ at his mill's large water wheel.

- 1 or look for a long time
- 2 or both surprising and wonderful
- 3 The miller thinks his wheel is beautiful and grand.

"It is an **extraordinary**² thing," thought the miller, "that every day the water flows and turns this **magnificent** wheel."³

"It is also an extraordinary thing," he thought, "that this magnificent wheel turns the millstones and grinds the wheat into flour. It is extraordinary, too, that the baker is able to turn this flour into fresh, light, delicious bread. And it is truly extraordinary that when I go home at the end of my day, I will be able to share a loaf of delicious bread with my wonderful wife and baby."



← Show image 4A-2: Miller singing as he walks back home

"What an extraordinary life I lead," the miller thought. "No one's life could be better. I therefore **envy** no one."⁴ And this thought made him want to sing:⁵

- 4 This means the miller is happy with his life the way it is and does not wish for a different life.
- 5 (Sing the following text to the tune of "Twinkle, Twinkle, Little Star.")

*I envy no one,
No, not me,
I am a miller,
Plain to see,
My wheel turns,
And grinds the wheat,
I love my work,
It can't be beat.
When I go home,
I kiss my wife,
What a lovely,
Perfect life!*



← **Show image 4A-3: King meets the miller in the road**

As the miller was singing this song, the king happened by. “Did you say you have a perfect life?” asked the king.

“Yes, I did, your majesty,” said the miller.

“But you work in a mill,” said the king. “Is it not loud? Is it not dusty? How can your life be perfect with so much noise and dust?”

“I do not mind the noise,” said the miller, “for I love the sound of my magnificent wheel. I do not mind the dust, for I know that the flour I grind will be baked into delicious bread.”

“What about your worries? Your fears?” asked the king. “Do you not carry many troubles with you all the time?”

“I have no troubles or worries,” said the miller, “for the water always flows. The wheel always turns. The baker always bakes.”

The king thought for a moment. “Wait,” he said. “What about your house? You do not live in a castle, as I do. Your life cannot be perfect if you do not live in a castle.”



← **Show image 4A-4: Miller’s house**

“My house is **humble**,”⁶ said the miller, “but I live in it with my wife and baby, whom I love very much. There can be no home, no matter how grand, that is warmer or more loving than mine.”

The king stomped his foot with **indignation**.⁷ “Do you mean that you, a miller, have a better life than I do?”

“I do not know about that, your majesty,” said the miller.

“Perhaps your life is perfect, too.”

← **Show image 4A-5: King and the miller**

“It is not,” said the king. “My castle is drafty.⁸ I have many troubles and worries. And the noise—oh, the noise! The knights are constantly dueling, the guards marching, the servants bustling about. It is unbearable! We must trade places.” He took the crown off his head and presented it to the miller. “Here, take this golden crown. I shall trade it for your dusty cap.”⁹



6 or small and simple

7 or anger

8 or cold

9 Is this what you predicted would happen?



← **Show image 4A-6: King holds crown out to miller, who refuses**

The miller did not reach for the crown. “Your majesty, why would I want to trade my cap for your crown? You have just said that you have troubles and worries and a drafty, noisy castle.”

The king sighed. He put the crown back onto his head. “Perhaps you are right,” he said. He turned to walk back to his castle.

“Excuse me, your majesty?” said the miller. The king turned. “You needn’t be so sad,” said the miller. “After all, you have just enjoyed a lovely walk along the banks of the River Dee. You can hear the magnificent sound of the water tumbling over my water wheel. And if you are a bit hungry, the best bakery in the kingdom is just a short walk into town. I believe the first loaves are coming out of the oven right about now.”



← **Show image 4A-7: King walking**

The king smiled. “Indeed, you are right, my friend.” He turned and headed toward the town. As he walked, he listened to the water splashing over the water wheel. “What an extraordinary thing,” he thought, “to meet a man so happy in his work.” And this thought made him want to sing:¹⁰

*I envy someone,
Do you know who?
I envy the miller,
That I do.
His wheel turns,
And grinds the wheat,
He loves his work,
It can’t be beat.
Then he goes home,
To kiss his wife,
What a lovely,
Perfect life!*

10 (Sing the following text to the tune of “Twinkle, Twinkle, Little Star.”)

Comprehension Questions

(10 minutes)

If students have difficulty responding to the questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use the read-aloud or domain vocabulary in their response, acknowledge correct responses by expanding the students' responses using richer and more complex language. It is highly recommended that you ask students to answer in complete sentences by asking them to restate the questions in their responses.

1. How does the miller feel about his life? (happy and satisfied)
2. What does he like about his life? (his mill, his work, his family, his home)
3. What does the miller mean when he says he envies no one? (He thinks his life is great and doesn't want someone else's life instead.)
4. How does the king feel about his life? (dissatisfied and grumpy)
5. What does the king dislike about his life? (drafty, noisy castle; many troubles and worries)
6. Why does the king take off his crown and offer it to the miller? (He wants to switch places with the miller.)
7. Does the miller envy the king, or does the king envy the miller in this story? (The king envies the miller.) Why is this surprising? (Answers may vary.)

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

8. *Think Pair Share:* In this story, the miller has to work hard, but he is happy. The king has everything he could want, but he is not happy. What is the lesson of this story? [Lead the students in a discussion about how the king's riches and big castle don't make him happy. On the other hand, the miller is happy

with his humble life, his loving family, and the satisfying job of making flour.]

Word Work: Extraordinary

(5 minutes)

1. In the story today, the miller says it is an *extraordinary* thing that every day the water turns his mill's wheel.
2. Say the word *extraordinary* with me.
3. If something is extraordinary, it is surprising and wonderful, not ordinary or dull.
4. When I saw a big rainbow stretched across the sky, I thought it was extraordinary.
5. Tell me an example of something you think is extraordinary. Use the word *extraordinary* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students' responses: "I think _____ is extraordinary.")
6. What is the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to name some experiences. If you think the experience is extraordinary, say, "extraordinary." If you think the experience is not extraordinary, say, "ordinary."

1. going to sleep (ordinary)
2. seeing a shooting star (extraordinary)
3. having a butterfly land on your finger (extraordinary)
4. washing your hands (ordinary)
5. seeing a baby bird hatch out of an egg (extraordinary)



Complete Remainder of the Lesson Later in the Day

4B

The Miller of the Dee



Extensions

15 minutes

Drawing the Read-Aloud

Turn to image 4A-6, when the king offers the miller his crown and the chance to live in the castle. Ask students to recall what is happening in this part of the story. Ask students to remember what the king is saying as he is offering the miller his crown. If necessary, reread a few sentences to remind students that the king proposed they switch places.

Now ask students to imagine a different ending to the story. Pose the following question to students: What if, instead of refusing the crown, the miller agrees to switch lives with the king for one day? Perhaps he is curious about what life in a castle is like.

Distribute paper and markers or crayons and tell students to fold their papers in half and then open them up again. Tell the students to draw a picture on the left-hand side of their paper of the miller wearing a crown and staying in the castle with his wife and their baby. What would the miller do in the castle? Would he sit on his throne like the king did, or would he do something different? Would the miller be happy in the castle or not? Then on the right-hand side of the paper, ask students to draw a picture of the king staying all day in the mill. Would he be working hard making flour like the miller did, or doing something different? What would the king be doing? Would the king be happy in the mill, or not? As students draw, circulate around the room and ask them about their drawings, encouraging them to use domain-related vocabulary to describe the miller in the castle and the king in the mill. If time permits, ask students to share their drawings, explaining how they think the miller and king would feel about the switch.

5

The Cloth Makers: Spinners and Weavers



Lesson Objectives

Core Content Objectives

Students will:

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

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.K.1)
- Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.K.3)
- Prior to listening to a read-aloud, identify what they know and have learned that may be related to the specific story or topic to be read aloud (L.K.10)

- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.K.11)
- Make predictions prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far and then compare the actual outcomes to predictions (L.K.12)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.K.14)
- Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.K.15)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.K.17)
- Make personal connections to events or experiences in a read-aloud, and/or make connections among several read-alouds (L.K.19)
- Learn new words from read-alouds and discussions (L.K.24)
- Retell important facts and information from a read-aloud (L.K.30)
- With assistance, categorize and organize facts and information within a given domain (L.K.32)
- Distinguish read-alouds that describe events that happened long ago from those that describe contemporary or current events (L.K.33)

Core Vocabulary

garments, n. Pieces or articles of clothing

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

Variation(s): garment

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

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

Variation(s): looms

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

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

Variation(s): spindle

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

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

Variation(s): spinner

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

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

Variation(s): weaver

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

5A

The Cloth Makers: Spinners and Weavers



Introducing the Read-Aloud

10 minutes

Know-Wonder-Learn Chart

Remind students of the previous read-aloud about a king who wanted to switch places with a tradesperson. Ask which tradesperson the king envied. Then review the tradespeople you have learned about so far. Ask students the names of the three tradespeople who help to make bread: the farmer, the miller, and the baker. Then tell the students that in the next two days they will be learning about tradespeople who help make clothes.

Draw a Know-Wonder-Learn Chart on chart paper, a chalkboard, or a whiteboard. Make three columns on the board: one for what the students already know (K), one for what they wonder or would like to know (W), and one for what they have learned (L). Tell the 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 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 the students what they would like to know about how clothing is made, what it is made out of, and who makes it. Record these responses in the 'W' column. You will complete the 'L' column in a later lesson.

Then explain to students that clothing is made out of fabric or cloth. If possible, bring in some samples of cloth and some samples of clothing to help students understand the difference between cloth and clothing, i.e., clothing is made from cloth, which has to be made first. Tell students that today's read-aloud

will teach them about how cloth was made long ago in colonial towns. Explain that most of the cloth used for our clothing today is made in factories with the help of big machines. But it hasn't always been that way. Throughout most of history, there were no factories and no complex machines. Three hundred years ago in a colonial town, people made cloth by hand. In this read-aloud, students will learn how people made cloth in the old days.

Purpose for Listening

Tell the students to listen for the names of two new tradespeople who helped make cloth.

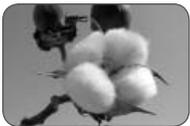
The Cloth Makers: Spinners and Weavers



← Show image 5A-1: Making cloth at home

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

1 or pieces of clothing



← Show image 5A-2: Cotton boll

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

2 (Point to the boll in the image.)



← Show image 5A-3: Shearing a sheep

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



← **Show image 5A-4: Spindle, carder**

3 (Point to the carder in the picture.)

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

4 Dyes back then were homemade, too.

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

5 (Point to the spindle in the picture.)

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

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



← **Show image 5A-5: Spinning wheel**

7 (Point to the treadle in the image.)

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

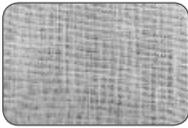
The spinning wheel not only has a spindle attached to it, but it also has a big wheel and a foot pedal called a *treadle* (TRED-ull).⁷ The spinner would step on the treadle to make the big wheel spin; this was called treading.



← **Show image 5A-6: Woman spinning**

8 (Point to the specific parts of the illustration.)

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



← **Show 5A-7: Close-up of cloth**

9 (Check to see if anyone is wearing clothing with clearly visible rows.)

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



← **Show image 5A-8: Weaving loom**¹⁰

10 (Point to the parts of 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.¹¹

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



← **Show image 5A-9: Modern cloth-making factory**

12 If you've ever been to a fabric store, you've seen how many types of fabric can be made by machines.

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

Comprehension Questions

(10 minutes)

If students have difficulty responding to the questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use the read-aloud or domain vocabulary in their response, acknowledge correct responses by expanding the students' responses using richer and more complex language. It is highly recommended that you ask the students to answer in complete sentences by asking them to restate the questions in their responses.

1. What plants could be used to make cloth? (cotton and flax)
What animal also provided material for cloth? (sheep)
2. What is the tool that looks like a cat or dog brush that farmers used to comb the cotton, flax, or wool straight? (carder)
3. 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.)
4. We learned about two tools that could be used to speed up the process of making thread by spinning. Which tool was good for small jobs? (a hand spindle) Which tool was good for large jobs? (a spinning wheel)
5. What could you buy from a tradesperson who was a spinner? (yarn or thread) Could you buy cloth from a spinner? (no) Why not? (Spinners made yarn or thread only.)
6. What did a weaver do? (wove thread or yarn into cloth)
7. What machine did a weaver use to make large pieces of cloth? (a loom)
8. Would you rather be a spinner or a weaver? Why? (Answers may vary.)

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

1. *Think Pair Share:* Today we learned about two machines: the spinning wheel, which helped spinners spin thread or yarn, and the loom, which helped the weavers weave cloth. Many things in Colonial America were said to be handmade, or made using primarily your hands instead of machinery. Do you think the cloth made with the help of the spinning wheel and the loom should still be called *handmade*? Why or why not? (Answers may vary.)

Word Work: Garments

(5 minutes)

1. In the read-aloud today, you heard that if a farmer had several *garments* to make, he could bring his wool to tradespeople who would make the cloth for him.
2. Say the word *garments* with me.
3. Garments are pieces or articles of clothing.
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 the students' responses: "_____ is a garment.")
6. What is the word we've been talking about?

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

1. socks (garments)
2. dresses (garments)
3. toys (not garments)
4. shirts (garments)
5. books (not garments)



Complete Remainder of the Lesson Later in the Day

5B

The Cloth Makers: Spinners and Weavers



Extensions

15 minutes

Nursery Rhymes Read-Aloud

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

Describe the echo technique to students. (You may have used this technique in the *Nursery Rhymes and Fables* domain.) Tell the 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, the students are to echo or repeat the line you have just read word for word.

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

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

Blow, wind, blow; and go, mill go,

That the miller may grind his corn;

That the baker may take it,

And into rolls make it

And send us some hot in the morn.

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

students to name the tradespeople mentioned in the nursery rhyme.

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

Pat-a-cake

Pat-a-cake

Baker's man

Bake me a cake as fast as you can

Roll it and pat it and mark it with a B

And put it in the oven for baby and me.

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

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

Baa, baa, black sheep

Have you any wool?

Yes, sir, yes, sir

Three bags full

One for my master and one for my dame

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

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

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

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

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

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

6

Dressmakers, Tailors, Hatters, and Cobblers



Lesson Objectives

Core Content Objectives

Students will:

- Describe dressmakers, tailors, hatters, and cobblers in a colonial town
- Identify, and associate with the appropriate trade, the tools used by dressmakers, tailors, hatters, and cobblers
- Understand 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
- Explain how the tradespeople in colonial towns saved farming families time and effort

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.K.1)
- Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.K.3)
- Prior to listening to a read-aloud, identify what they know and have learned that may be related to the specific story or topic to be read aloud (L.K.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.K.11)

- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.K.14)
- Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.K.15)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.K.17)
- Compare and contrast similarities and differences within a single read-aloud or between two or more read-alouds (L.K.18)
- Make personal connections to events or experiences in a read-aloud, and/or make connections among several read-alouds (L.K.19)
- Learn new words from read-alouds and discussions (L.K.24)
- With assistance, categorize and organize facts and information within a given domain (L.K.32)
- Distinguish read-alouds that describe events that happened long ago from those that describe contemporary or current events (L.K.33)

Core Vocabulary

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

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

Variation(s): none

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

Example: I chose a black fabric for my costume.

Variation(s): fabrics

fastened, v. Attached or joined firmly to something else

Example: I fastened some lace to the Valentine card I was making.

Variation(s): fasten, fastens, fastening

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

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

Variation(s): measures, measured, measuring

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

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

Variation(s): pattern

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Personal Connections	Now and Then Venn Diagram from Lesson 1	10
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Dressmakers, Tailors, Hatters, and Cobblers	sewing pattern	10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Measure		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Know-Wonder-Learn Chart	Know-Wonder-Learn Chart from Lesson 5	15
	On Stage		

6A

Dressmakers, Tailors, Hatters, and Cobblers



Introducing the Read-Aloud

10 minutes

Personal Connections

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

Discuss what it is like to go shopping for clothes today. Today's stores have a lot of clothes in a variety of sizes and styles ready to buy when customers come to the store. Most stores have clothes for boys and girls, in addition to shoes, hats, and anything else you might want to wear. When you are in a clothing store, you choose exactly what you want. You can go into a fitting room and try it on before you pay for it so you can decide if it looks good on you. Most of today's garments are made in factories where people use machines to make many garments very quickly.

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

Ask students to imagine what it would be like to buy clothes without trying them on first, or even without seeing them first. In the old days, people had to trust the tradesperson who was sewing the garment, because they couldn't just try it on or bring it back to the store if they didn't like it.

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

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

Purpose for Listening

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



Dressmakers, Tailors, Hatters, and Cobblers

← Show image 6A-1: Group of people walking to church

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

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

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



← Show image 6A-2: Dressmakers

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

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



← Show image 6A-3: Sewing pattern

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

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

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

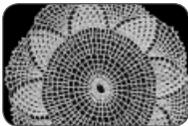
5 The measuring tape would help the dressmaker figure out a woman's size.



← **Show image 6A-4: Mannequin with measuring tape**

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

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



← **Show image 6A-5: 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 6A-6: 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. This picture shows a tailor measuring a man's leg for a new pair of breeches.



← **Show image 6A-7: Old-fashioned hats**

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

People who made men's hats were called hatmakers or hatters. Men's hats were made out of beaver skin, wool, or camel fur, and

were **fastened**⁶ together with glue that the hatter mixed himself. As with clothing, people could not simply walk into a hat shop and walk out with a hat on the same day. Instead, a customer chose the particular style of hat, had his or her head measured by the hatter, and came back days or weeks later after the hat was done.



← **Show image 6A-8: 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. Cobblers spent as much time fixing old shoes as they did making new ones.



← **Show image 6A-9: Antique cobbler's tools**

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



← **Show image 6A-10: Modern department store**

Making clothes, hats, and shoes was hard work. Farmers who could afford it were very happy to pay others—the dressmaker, the tailor, the hatter, and the cobbler—to do that work for them! Today

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

Discussing the Read-Aloud

15 minutes

Comprehension Questions

(10 minutes)

1. Which tradespeople made clothes for women? (dressmaker and tailor) For men? (tailor)
2. Which tradesperson made hats? (hatter)
3. Which tradesperson made or fixed shoes? (cobbler)
4. Describe what a dressmaker did when a customer came to her shop and ordered a dress. (took measurements, offered a choice of fabrics and patterns, cut and sewed pieces together)
5. What was a dress pattern used for? (to show customers choice of styles; to cut the right shapes and sizes out of fabric)
6. Why was a measuring tape an important tool in making clothing? (to make sure clothes would fit)
7. What materials did a hatter use to make hats? (beaver skin, wool, camel fur, glue)
8. Why did cobblers often fix old shoes instead of making new shoes? (New shoes were expensive.)
9. What material were shoes made out of? (leather)
10. *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. 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.)

Word Work: Measure

(5 minutes)

1. In the story today, we heard that the dressmaker used a measuring tape to *measure* the parts of a woman's body before cutting the fabric to make her dress.
2. Say the word *measure* with me.
3. To *measure* means to figure out the size (the length, height, or weight) of something by comparing it to another object or by using a special tool.
4. I like to measure my height against 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 the students' responses: "I think I would like to measure _____.")
6. What is the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to say some sentences. If you think the sentence describes someone who is measuring, say, "measure." If you think the sentence describes someone who is not measuring, say, "not measure."

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



Complete Remainder of the Lesson Later in the Day

6B

Dressmakers, Tailors, Hatters, and Cobblers



Extensions

15 minutes

Know-Wonder-Learn Chart

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

On Stage

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

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

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

The spinner twists the thread,

Hi ho, who makes the clothes?

The spinner twists the thread.

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

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

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

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

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

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

7

The Elves and the Shoemaker



Lesson Objectives

Core Content Objectives

Students will:

- Describe the different kinds of tradespeople in a colonial town
- Identify, and associate with the appropriate trade, the tools used by colonial tradespeople

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.K.1)
- Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.K.3)
- Identify and express physical sensations, mental states, and emotions of self and others (L.K.4)
- Prior to listening to a read-aloud, identify what they know and have learned that may be related to the specific story or topic to be read aloud (L.K.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.K.11)
- Make predictions prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far and then compare the actual outcomes to predictions (L.K.12)

- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.K.14)
- Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.K.15)
- Use narrative language to describe people, places, things, locations, events, actions, a scene, or facts in a read-aloud (L.K.16)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.K.17)
- Compare and contrast similarities and differences within a single read-aloud, or between two or more read-alouds (L.K.18)
- Make personal connections to events or experiences in a read-aloud, and/or make connections among several read-alouds (L.K.19)
- Draw pictures and/or dictate ideas to represent details or information from a read-aloud (L.K.21)
- Distinguish fantasy from realistic text (L.K.22)
- Learn new words from read-alouds and discussions (L.K.24)
- With assistance, categorize and organize facts and information within a given domain (L.K.32)
- Distinguish read-alouds that describe events that happened long ago from those that describe contemporary or current events (L.K.33)

Core Vocabulary

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

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

Variation(s): none

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

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

Variation(s): elf

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

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

Variation(s): poorer, poorest

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

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

Variation(s): richer, richest

thrilled, *adj.* Extremely happy

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

Variation(s): none

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Personal Connections	Now and Then Venn Diagram from Lesson 1 Image Cards 19 and 20	10
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	The Elves and the Shoemaker		10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Thrilled		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Tradespeople Review	Image Cards 1–10	15

7A

The Elves and the Shoemaker



Introducing the Read-Aloud

10 minutes

Personal Connections

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

Compare the people who sell clothes today to those who sold clothing long ago, and note or review the differences on the Now and Then Venn Diagram. Point out that in today's time, usually the people who make the shoes we wear are not the same people who sell us those shoes. Our shoes are usually made in factories by factory workers, who specialize in running the machines that make the shoes. (Show Image Card 19.) However, when we go to the shoe store, sales clerks, people who specialize in getting customers to buy things, are there to help us. (Show Image Card 20.)

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

Purpose for Listening

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



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

The Elves and the Shoemaker

← Show image 7A-1: People passing by poor shoemaker's shop

Once there was a shoemaker who had grown very **poor** over the course of several years.¹ The shoemaker had been good at his trade; he made **attractive**² shoes that fit well and made his customers happy. But, unfortunately, fashions had changed over time and the shoemaker's shoes had gone out of style. People didn't want to buy them anymore. They preferred the shoes that the shoemaker in the next town made.



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

← Show image 7A-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.³ Since people had stopped buying his shoes, he wasn't making any money. Because he wasn't making any money, he wasn't able to buy new supplies. He picked up the tiny bit of leather that he had left. He thought, perhaps, he would be able to squeak out one last pair of shoes before he closed his shop for good and moved to the poorhouse with his wife.⁴ He carefully cut out the pieces he needed and set them on his work table. But he was too tired to work, so he yawned, kissed his wife goodnight, and went to bed.⁵



← Show image 7A-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.⁶

- 6 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 7A-4: Gentleman buys shoes**

Just then, a gentleman walked by. He stopped at the window and peered in. He quickly opened the door and pointed to the new shoes. “I simply must have those shoes. What will you take for them?”

The shoemaker shrugged and gave his normal price.

The man waved his arms excitedly. “No, no, no, those shoes are worth twice that much.” He insisted that the shoemaker take double his normal price for the new shoes.

The shoemaker accepted the money graciously.⁷ As soon as the man walked out of the shop, the shoemaker clicked his heels, kissed his wife, and ran out the door to go to the leather shop. With the money he’d just been paid, he was able to buy enough leather for two new pairs of shoes.

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



← **Show image 7A-5: Two new pairs of shoes**

In the morning, the shoemaker found two new pairs of shoes, just like the pair he had found the day before. The stitching on both pairs was just as neat and attractive as the stitching on the previous pair, and the style was just as interesting. He put the two new pairs in the front window and was pleased when two men walked in within minutes and offered double the normal price for the two pairs of shoes.

The shoemaker again clicked his heels, kissed his wife, and ran to the leather shop. He bought enough leather to make four new pairs of shoes.

⁷ or with thanks

8 What do you think will happen?

9 Were your predictions correct?



10 Now he had a lot of money!

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



12 Elves are small magical characters or fairies.

13 Is this what you predicted?



14 or pants

Again, he cut out the leather and went to bed.⁸ Again, in the morning he found two new pairs of shoes.⁹ Again, the shoes sold quickly for double the shoemaker's normal price; and again, the shoemaker clicked his heels, kissed his wife, and ran to the leather shop to buy more leather.

← **Show image 7A-6: Bustling shop with rich shoemaker**

This went on and on and on until the shoemaker had sold so many pairs of shoes that he became a very **rich** man.¹⁰ One evening, just as he was about to kiss his wife goodnight, he suggested to her that they stay up and find out who was responsible for making all these shoes that had made them so rich. His wife thought that was a good idea, so the two of them hid in a dark corner of the shop and struggled to stay awake.¹¹

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

At about midnight, they saw two little **elves** enter the shop.¹² The elves were wearing old, worn-out clothes, with holes in the elbows and knees. They went straight to the leather and began to work, stitching together shoe after shoe after shoe. When they were done, they lined the shoes up neatly into pairs and then quietly left the shop.¹³

The shoemaker and his wife were very surprised. "Who would have imagined that two little elves could make such stylish shoes?" the shoemaker said.

"Yes," said his wife, "and yet, they have no shoes of their own, nor do they have decent clothes. I would like to make them each a new set of clothes. It is the least we can do for all they have done for us."

"That is a nice idea," said the shoemaker.

← **Show image 7A-8: Shoemaker's wife makes clothes for elves**

So, the shoemaker's wife worked all day. She made two little shirts and two little pairs of trousers.¹⁴ She made two little pairs of suspenders and two little pairs of socks and two little pairs of

shoes. The little shoes looked exactly like little versions of the stylish shoes that the elves themselves made.

That night, the shoemaker and his wife laid out the new sets of clothes in the place where they usually set out the shoe leather. They hid in the corner to watch how their little elf friends would react when they saw their presents.¹⁵

15 How do you think the elves will react?



← Show image 7A-9: Elves

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

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

17 or fancy

“We are two fine¹⁷ little gentlemen now,” said one elf.

“Yes, we are,” said the other. “We are so fine that we could never think of working as shoemakers, ever again.”

They joined arms and skipped out of the shoemaker’s shop.

The shoemaker and his wife never saw the elves again. But, by this time, they had grown very rich and never had to make shoes again. And so they lived happily ever after.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

(10 minutes)

1. 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.)
2. What material does the shoemaker use to make his shoes? (leather)
3. The shoemaker leaves his last scrap of leather on his work table before going to bed one night. What does he find on his work table when he wakes up? (a pair of stylish shoes)
4. How can you tell the shoemaker is excited after he sells the shoes? (He clicks his heels and kisses his wife.)
5. 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.)

6. Why do the elves stop making the shoes? (The shoemaker is rich again and doesn't need their help anymore; they think they look like fine gentlemen who don't need to work.)
7. *Think Pair Share:* We have heard a lot of read-alouds about things that really happened in typical towns long ago. Could this story have really happened? Why or why not? (Answers may vary.)

Word Work: Thrilled

(5 minutes)

1. In the read-aloud today, we heard that when the elves saw their new clothes, they looked *thrilled*.
2. Say the word *thrilled* with me.
3. If you are thrilled, you are very 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 the students' responses: "I felt thrilled once when . . .")
6. What is the word we've been talking about?

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



Complete Remainder of the Lesson Later in the Day

7B

The Elves and the Shoemaker



Extensions

15 minutes

Tradespeople Review

Part I: Bread/Clothing Sort

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)

Part II: Which Tradesperson Am I?

Read to students the sentences in the following chart while you show them the related image card(s). Have students identify the appropriate tradesperson for each sentence. Tell them that they may say the same tradesperson's name more than one time during this activity.

You may wish to have students complete this review as a class, in groups, or individually, as time allows.

<i>Image Card Number and Name:</i>	<i>Say:</i>
1. Wheat and 2. Corn	"This is wheat and this is corn. I plant these and harvest them. Who am I?" (farmer)
3. Flour	"This is flour. I make this by grinding wheat or corn. Who am I?" (miller)
4. Bread	"This is bread. I make this by mixing flour with yeast and water, kneading the dough, and putting it in the oven. Who am I?" (baker)
5. Cotton and 6. Flax	"This is cotton and this is flax. I plant these and pick them, pulling the fibers off the plants. Who am I?" (farmer)
7. Wool	"This is wool. I shear this off my sheep. Who am I?" (farmer)
8. Yarn	"This is yarn. I make this by twisting cotton, flax, or wool. Who am I?" (spinner)
9. Cloth	"This is cloth. I make this on my loom from strands of yarn. Who am I?" (weaver)
9. Cloth	"This is cloth. I sew this together to make women's clothes. Who am I? (dressmaker)
9. Cloth	"This is cloth. I sew this together to make men's clothes, like breeches. Who am I? (tailor)
10. Leather	"This is leather. I use this to make shoes. Who am I?" (cobbler) (Note: If students respond with "shoemaker," ask for the other name for shoemaker that was in the read-aloud.)

PP1

Pausing Point 1



Note to Teacher

This is the end of the read-alouds about the bread makers, the cloth makers, and the clothing and shoe makers. You may choose to pause here and spend one to two days reviewing, reinforcing, or extending the material taught thus far.

If you do pause, you may have students do any combination of the activities listed below. The 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 characteristics and differences between “towns” and “the country” or “countryside” during the colonial period of American history
- Understand that long ago, during the colonial period, families who lived on farms in the country were largely self-sufficient, and all family members had many daily responsibilities and chores
- List similarities and differences between modern family life and colonial family life
- Describe some features of colonial towns, such as a town square, shops, and adjacent buildings
- Understand that tradespeople have an occupation and expertise in a particular job
- Name the different kinds of tradespeople found in a colonial town
- Identify reasons why people who lived in the country traveled to town

- Identify corn and wheat as the original plant products needed to make flour
- Describe the miller and the baker in a colonial town
- Identify, and associate with the appropriate trade, the tools used by millers and bakers
- Explain how the tradespeople in colonial towns saved farming families time and effort
- Describe what working in a watermill was like
- Compare the life of a miller to the life of a king
- Identify cotton, flax, and wool as the original plant or animal products needed to make cloth
- Describe spinners and weavers in a colonial town
- Identify, and associate with the appropriate trade, the tools used by spinners and weavers
- Describe the process of making cloth from cotton or wool
- Describe dressmakers, tailors, hatters, and cobblers in a colonial town
- Identify, and associate with the appropriate trade, the tools used by dressmakers, tailors, hatters, and cobblers
- Understand 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

Activities

Tools of the Trade

Materials: Flour, water, and yeast; old-fashioned butter churn; grindstone; spindle and carder; measuring tape; dough; etc.

Your class has heard about many tradespeople thus far. Bring to class the tools of their trades to show students. Show students the tools one by one, using them to review domain vocabulary and concepts learned. For example, if you bring in a measuring tape,

review the word *measure* with students and ask students which tradesperson uses a measuring tape and what they do. You may also wish to bring in play dough or real dough and have students work the dough with their hands while you review the word *kneaded* and the steps a baker takes to turn flour into dough, and then into bread.

Image Review

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

Image Card Review

Materials: Image Cards 1–10; 15–20

In your hand, hold image cards fanned out like a deck of cards. Ask a student to choose a card but to not show it to anyone else in the class. The student must then perform an action or give a clue about the picture s/he is holding. For example, for the image of flour, a student may pretend to be making bread. The rest of the class will guess what is being described. Proceed to another card when the correct answer has been given.

Domain-Related Trade Book or Student Choice

Materials: Trade book

Read an additional domain-related trade book to review a particular trade or tradesperson; refer to the books listed in the domain introduction. You may also choose to have the students select a read-aloud to be heard again.

You Were There: Colonial America

Have students pretend to be tradespeople in Colonial America. Ask students to describe what they see and hear as a tradesperson. For example, a student may pretend to be a farmer and may talk about seeing very few people in the country and very few buildings; cream being churned into butter; etc. They may also talk about the sounds they hear on rare trips to town, the sounds their farm animals make, etc.

Key Vocabulary Brainstorming

Materials: Chart paper

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

Riddles for Core Content

Ask the students riddles such as the following to review core content:

- I live in an area of land where there are few buildings and most of the land is farm land. Where do I live? (the country)
- I live in a place where there are many shops and tradespeople. Where do I live? (the town)
- I live in the country and grow my own crops, raise my own animals, and make my own butter. Who am I? (a farmer)
- I am a person who works in a job that requires special skills, knowledge, and tools. Who am I? (a tradesperson)
- I am the person in charge of a mill, a place where grains of wheat are crushed by grindstones into flour. Who am I? (a miller)
- I am the tradesperson who takes the flour from the miller and bakes it into bread. Who am I? (the baker)
- I am the tradesperson who turns cotton, flax, or wool into thread using a spinning wheel. Who am I? (a spinner)
- I am a tradesperson who weaves yarn or thread into cloth. Who am I? (a weaver)

Class Book: Colonial Towns and Townspeople

Materials: Drawing paper, drawing tools

Tell the class or a group of students that they are going to make a class book to help them remember what they have learned

thus far in this domain. Have the students brainstorm important information about Colonial America, the country, the town, and all of the tradespeople they have learned about thus far. Have each student choose one idea to draw a picture of and ask him or her to dictate a caption for the picture for you to write. Bind the pages to make a book to put in the class library for students to read again and again. You may choose to add more pages upon completion of the entire domain before binding the book.

On Stage: The Miller of the Dee, The Elves and the Shoemaker, Dressmakers, Tailors, Hatters, and Cobblers

Have a group of students plan and act out one of the fictional stories heard thus far, or plan and act out an original scene, pretending to be dressmakers, tailors, hatters, or cobblers.

8

The House Builders: Bricklayers, Masons, and Carpenters



Lesson Objectives

Core Content Objectives

Students will:

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

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.K.1)
- Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.K.3)
- Learn and use the common saying, “Better safe than sorry” (L.K.7)
- Prior to listening to a read-aloud, identify what they know and have learned that may be related to the specific story or topic to be read aloud (L.K.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.K.11)
- Describe illustrations (L.K. 13)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.K.14)

- Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.K.15)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.K.17)
- Compare and contrast similarities and differences within a single read-aloud or between two or more read-alouds (L.K.18)
- Make personal connections to events or experiences in a read-aloud, and/or make connections among several read-alouds (L.K.19)
- Learn new words from read-alouds and discussions (L.K.24)
- Distinguish read-alouds that describe events that happened long ago from those that describe contemporary or current events (L.K.33)

Core Vocabulary

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

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

Variation(s): chisels

mason, n. A tradesperson who builds structures using stones or bricks

Example: The mason built a stone wall around the garden.

Variation(s): masons

mortar, n. A sticky, wet mix of crushed rock, sand, and water that becomes hard when dry and is used to fasten bricks or stones together

Example: The bricklayer spread mortar on the top of the bricks so he could add another layer of bricks to the wall.

Variation(s): none

patiently, adv. Acting or waiting without rushing or urgency

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

Variation(s): none

trowel, n. A flat tool used for spreading mortar

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

Variation(s): trowels

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Personal Connections	Image Card 21 large stone, brick, block of wood	10
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	The House Builders: Bricklayers, Masons, and Carpenters		10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Patiently		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Sayings and Phrases: Better Safe Than Sorry		15
	On Stage	large stone, brick, block of wood	
<i>Take-Home Material</i>	Parent Letter	Instructional Master 8B-1	

8A

The House Builders: Bricklayers, Masons, and Carpenters



Introducing the Read-Aloud

10 minutes

Personal Connections

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 8A-7 and tell the students that the picture on the left shows an example of a colonial house.

Tell the students that people who build houses today still use these materials. Show Image Card 21 and explain that today we sometimes call all of these tradespeople construction workers. Show image 8A-7 again and tell students that the picture on the right is an example of a modern house like those they might see today. Discuss the parts of the house that are made with stone, brick, and wood, as well as which tradesperson would have built each portion of the house. Ask students if their homes are made with any of these materials.

Purpose for Listening

Tell the students to listen carefully to find out which kinds of tools bricklayers, masons, and carpenters used.



The House Builders: Bricklayers, Masons, and Carpenters

← Show image 8A-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 the old days and who still build houses today: the bricklayer, the mason, and the carpenter.

1 (Hold up the brick as you read about it.)

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

2 (Point to the trowel in the picture.)

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



← Show image 8A-2: Stone chimney

3 (Pick up the stone as you read about it.)

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

4 (Point to the mortar between the stones in the picture.)



← **Show image 8A-3: Stone wall**

5 (Trace the outlines of the stones in the picture with your finger.)

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

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

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



← **Show image 8A-4: Board, hammer, nails**

7 (Pause for responses.)

8 (Pause for responses.)

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

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



← **Show image 8A-5: Carpenter measuring**

9 (Point to the square in the picture.)

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

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

Most good carpenters measure their boards twice before cutting, just to make sure 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!

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



← **Show image 8A-6: Frame of house**

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 checks to make sure everything is straight and even.¹⁰

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

11 like your skeleton gives your body its shape

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



← **Show image 8A-7: Colonial house and modern house**

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

Discussing the Read-Aloud

15 minutes

Comprehension Questions

(10 minutes)

1. Which tradesperson builds using bricks? (bricklayer)
2. Tell me how a bricklayer builds a house or wall with bricks. What kinds of tools and other materials does a bricklayer use? (He spreads mortar with a trowel on top of a row of bricks and adds more bricks on top of this row; the mortar dries and holds the bricks together.)
3. Which tradesperson builds houses or walls using stones? (stone mason) Tell me how a mason builds with stones. What kinds of tools or other materials does he use? (He uses a chisel and hammer to chip and shape each stone so that they fit together like a puzzle; he might also use a trowel to spread mortar between the stones to hold them together.)
4. Which tradesperson builds objects using wood? (carpenter)
5. Carpenters don't use mortar. How do they fasten pieces of wood together? (with a hammer and nails)
6. 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.)
7. *Think Pair Share:* If you could choose to have your house built with brick, stone, or wood, which would you choose? Why? (Answers may vary.)

Word Work: Patiently

(5 minutes)

1. In the story today, we heard that the mason worked with a chisel to *patiently* reshape stones.
2. Say the word *patiently* with me.
3. *Patiently* means waiting or doing something without rushing or hurrying.
4. If you are waiting for your turn to play quietly without pushing or whining, 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 the students' responses: "I waited patiently when I . . . ")
6. What is the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to read some scenarios about people. If you think the person is waiting patiently, say, "waiting patiently." If you think the person is not waiting patiently, say, "not waiting patiently."

1. a driver who honks the car horn and yells because the car in front of him is going slowly (not waiting patiently)
2. a driver who lets another car go ahead of him before turning into a parking lot (waiting patiently)
3. a boy standing quietly in a long line of people at the grocery store, while telling jokes to his mom (waiting patiently)
4. a girl who grabs a toy out of her friend's hands because she wants to play with it right away (not waiting patiently)
5. a girl who says, "Let me know when you're finished playing with that toy" and sits nearby quietly (waiting patiently)



Complete Remainder of the Lesson Later in the Day

8B

The House Builders: Bricklayers, Masons, and Carpenters



Extensions

15 minutes

Sayings and Phrases: Better Safe Than Sorry

(5 minutes)

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 your students understand the difference between the literal meanings of the words and their implied or figurative meanings.

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

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

On Stage

Tell students that you will all pretend to be bricklayers, stone masons, and carpenters; together you will pretend to build a house. This activity is best done in a large space so the students can visualize the house you are building. Tell students that you will use the stone, the brick, and the block of wood as signals that it is time for everyone to switch roles. Tell the students that the first thing you'll need to do is lay the foundation. Lay the stone on a table. Tell the 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; be sure 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.

Parent Letter

Send home Instructional Master 8B-1.

9

The Blacksmith



Lesson Objectives

Core Content Objectives

Students will:

- Describe a blacksmith in a colonial town
- Explain the essential role of the blacksmith in making tools for other tradespeople
- Identify, and associate with the appropriate trade, the tools used by blacksmiths

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.K.1)
- Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.K.3)
- Understand print and identify parts of a book/read-aloud, i.e., left to right, top-to-bottom sweeping, title/title page, author, illustrator, cover (L.K.9)
- Prior to listening to a read-aloud, identify what they know and have learned that may be related to the specific story or topic to be read aloud (L.K.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.K.11)

- Make predictions prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far and then compare the actual outcomes to predictions (L.K.12)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.K.14)
- Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.K.15)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.K.17)
- Compare and contrast similarities and differences within a single read-aloud, or between two or more read-alouds (L.K.18)
- Make personal connections to events or experiences in a read-aloud, and/or make connections among several read-alouds (L.K.19)
- Learn new words from read-alouds and discussions (L.K.24)

Core Vocabulary

anvil, n. A large iron block upon which a blacksmith pounds and shapes hot, soft iron

Example: Each time the blacksmith hit the anvil with his hammer, it made a loud sound!

Variation(s): anvils

essential, adj. Necessary and important

Example: Water and sun are essential to a growing plant.

Variation(s): none

forge, n. A special kind of oven or fireplace used by a blacksmith to heat iron

Example: The fire in the forge makes the blacksmith’s shop hot.

Variation(s): forges

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

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

Variation(s): horseshoe

metal, n. A hard, shiny material that can conduct heat and be melted or fused together

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

Variation(s): metals

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Making Predictions about the Read-Aloud		10
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	The Blacksmith	iron object, like a skillet or fireplace tools	10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Essential		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Domain-Related Trade Book	Now and Then Venn Diagram trade book	15

9A

The Blacksmith



Introducing the Read-Aloud

10 minutes

Making Predictions about the Read-Aloud

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

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

Purpose for Listening

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

The Blacksmith



← Show image 9A-1: Blacksmith shop and metal objects¹

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

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



← Show image 9A-2: Blacksmith iron

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

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



← Show image 9A-3: Red-hot coals

- 7 or a blacksmith's oven or fireplace

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



← Show image 9A-4: Blacksmith working on an anvil

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

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

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



← **Show image 9A-5: Blacksmith shaping a red-hot horseshoe**

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

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

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

As long as the blacksmith kept the metal hot, he could shape it however he liked. He could make the metal longer or shorter, thicker or thinner. He could bend it and mold it into special shapes. In this picture you can see how the blacksmith is shaping a horseshoe. When he was happy with the size and shape of whatever he was making, the blacksmith would let the iron cool off, sometimes by plunging it into a bucket of cold water, and it would harden.¹⁰

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



← **Show image 9A-6: Blacksmith tools**

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.

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 9A-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 iron work of the blacksmiths from years ago. No town in early America was without its blacksmith; he was *the* essential tradesperson in every town.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

(10 minutes)

1. Were your predictions correct? Why or why not? (Answers may vary.)
2. Why was a blacksmith so important to the people in a colonial town? (He made the tools for everyone else.)
3. What kind of metal do blacksmiths work with? (iron)
4. Metal is hard. How is a blacksmith able to bend it into different shapes? (He heats it in a forge first until it is very hot and soft.)
5. Tell me the different steps that the blacksmith used to make a horseshoe. Start out by telling me about the forge. (The blacksmith lit a fire in the forge and heated up a piece of metal.) Now tell me what the blacksmith did next with the tongs, the anvil, and the hammer. (He picked up hot metal with tongs, set it on an anvil, and banged on it with a hammer.) Once the blacksmith was happy with his work, how did he quickly cool the hot iron so that it would harden? (He plunged it into a cold bucket of water.)

6. *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.)

Word Work: Essential

(5 minutes)

1. In the story today, we heard that tongs were an *essential* tool to the blacksmith, and that the blacksmith was the *essential* tradesperson in every town.
2. Say the word *essential* with me.
3. *Essential* means necessary (or needed) and important.
4. Practice is essential if you want to get better at a task, such as reading or playing soccer.
5. Tell me about something that is essential to you. Try to use the word *essential* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students' responses: "_____ is essential to me because . . .")
6. What is the word we've been talking about?

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

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



Complete Remainder of the Lesson Later in the Day

9B

The Blacksmith



Extensions

15 minutes

Domain-Related Trade Book

Refer to the list of recommended domain-related trade books in the domain introduction, and choose a trade book to read aloud to the class. Introduce the book by discussing the cover and title page. Share with students the author's and illustrator's names. As you read, use the same strategies that you have been using when reading the read-aloud selections in this anthology—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc. After you finish reading the domain-related trade book, lead students in a discussion as to how the story or information in this book relates to the read-alouds in this domain. You may want to add any additional information about tradespeople from long ago and today on the Now and Then Venn Diagram.

10

The Little Gray Pony



Lesson Objectives

Core Content Objectives

Students will:

- Recognize the necessity of heating objects before a blacksmith can shape them
- Identify reasons why people who lived in the country traveled to town
- Describe the different kinds of tradespeople in a colonial town
- Identify, and associate with the appropriate trade, the tools used by colonial tradespeople

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.K.1)
- Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.K.3)
- Identify and express physical sensations, mental states, and emotions of self and others (L.K.4)
- Use language to express spatial and temporal relationships (*up, down, before, after, etc.*) (L.K.8)
- Prior to listening to a read-aloud, identify what they know and have learned that may be related to the specific story or topic to be read aloud (L.K.10)

- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.K.11)
- Describe illustrations (L.K.13)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.K.14)
- Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.K.15)
- Use narrative language to describe people, places, things, locations, events, actions, a scene, or facts in a read-aloud (L.K.16)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.K.17)
- Compare and contrast similarities and differences within a single read-aloud, or between two or more read-alouds (L.K.18)
- Learn new words from read-alouds and discussions (L.K.24)
- Retell or dramatize a read-aloud, including characters and beginning, middle, and end events of the story in proper sequence (L.K.25)
- Demonstrate understanding of literary language, e.g., author, illustrator, characters, setting, plot, and personification, by using this language in retelling stories or creating their own stories (L.K.27)

Core Vocabulary

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

Example: Old-fashioned trains used to burn coal to run their engines.

Variation(s): coals

downcast, adj. Sad

Example: I was downcast because I was moving away from all of my friends.

Variation(s): none

haste, n. A rush or hurry

Example: In haste, I scribbled the rest of my picture instead of carefully coloring it, because it was time to go home.

Variation(s): none

merry, adj. Happy and jolly

Example: I loved the music so much that I sang along in a merry voice.

Variation(s): merrier, merriest

miner, n. A tradesperson who digs into the ground for valuable minerals, like coal or gold

Example: The miner struck something hard under the dirt with his pickax.

Variation(s): miners

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Essential Background Information or Terms		10
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	The Little Gray Pony		10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Merry and Downcast		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Image Review		15
	On Stage	Image Cards 2–5, 8–14	

10A

The Little Gray Pony



Introducing the Read-Aloud

10 minutes

Essential Background Information or Terms

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

Tell the students that one way to make fire burn for a long time is to use coal. Show students image 9A-3 (hot coals). Explain that when coal is lit, it burns for a long time.

Purpose for Listening

Tell the students to listen for the tradesperson who provides coal.



- 1 or little drops of water
- 2 a type of flower

The Little Gray Pony

← Show image 10A-1: Man happily riding his pony along the road

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

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

The pony's four small hoofs played the jolliest tune on the smooth pike road, the pony's head was always high in the air, and the pony's two little ears were always pricked up; for he was a **merry** gray pony, and loved to go clippety, clippety, clap!³

- 3 What do you think *merry* means?
- 4 What is the country?

The man rode to town and to country,⁴ to church and to market, up hill and down hill; and one day he heard something fall with a clang on a stone in the road. Looking back, he saw a horseshoe lying there. And when he saw it, he cried out:

“What shall I do? What shall I do?

If my little gray pony has lost a shoe?”



← Show image 10A-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. He lifted the other forefoot, but the shoe was still there. He examined one of the hindfeet, 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!”⁵

- 5 Why is the man upset that one of the pony's horseshoes has fallen off? What does a horseshoe do?



← Show image 10A-3: Man talking to blacksmith

Then he made **haste**⁶ to go to the blacksmith; and when he saw the smith, he called out to him:⁷

“Blacksmith! Blacksmith! I've come to you;

- 6 or hurried
- 7 (Use different voices for the man and the people he talks to, to distinguish the characters from each other and the narration.)

8 To *shoe* means to put the horseshoe on the horse. Coal is a black soft stone that, when burned, makes fuel.

9 What do you think *downcast* means?

10 Where would you go to buy something?



← **Show image 10A-4: Man talking to storekeeper**

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?”⁸
The man was **downcast** when he heard this;⁹ but he left his little gray pony in the blacksmith’s care, while he hurried here and there to buy the coal.¹⁰

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 10A-5: Man talking to farmer**

11 Why might the farmer be coming to town?

12 Do you think the farmer will have coal?

By and by he met a farmer coming to town with a wagon full of good things;¹¹ 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.”¹²
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 10A-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."¹³

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 10A-7: Man on rock, and woman approaching**

Then the man turned away sorrowfully¹⁴ 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;¹⁵ and she said:

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



14 or sadly

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

“If you would know where the coal is found,
You must go to the miner, who works in the ground.”



← **Show image 10A-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.¹⁶

16 What is haste?



← **Show image 10A-9: Man smiles as blacksmith hammers horseshoes**

The blacksmith lighted his great red fire, and hammered out four fine new shoes, with a cling! and a clang! and fastened them on with a rap! and a tap! Then away rode the man on his little gray pony, clippety, clippety, clap!

Discussing the Read-Aloud

15 minutes

Comprehension Questions

(10 minutes)

1. Why does the pony make a “clippety, clippety, clap” sound when it walks? (Its horseshoes are hitting against the surface of the road.)
2. Where and why did the man go when he noticed his pony was missing a shoe? (to the blacksmith because blacksmiths make horseshoes; horseshoes protect the pony’s hooves)
3. Why couldn’t the blacksmith make the pony a new horseshoe? (He had no coal to make a fire.)
4. What do you think might happen to a pony or horse if it continued to walk without a horseshoe? (Its hoof would get sore.)
5. Why do you think the man left his pony at the blacksmith’s shop when he went to go find coal instead of riding him? (He didn’t want to take the pony with him, because the pony might injure its hoof by walking without a horseshoe.)

6. Which tradesperson did he meet when he went to the store? (storekeeper) What did the storekeeper have? (apples and candy)
7. Which tradesperson did he meet on the road? (farmer) What did the farmer have? (corn, hay, and wheat)
8. Which tradesperson did he meet next? (miller) What did the miller have? (flour)
9. Which tradesperson did the old woman tell the man he needed to find? (miner) What did the miner give the man? (coal)
10. 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.)
11. *Think Pair Share:* The moral of this story is, “The humblest workman has his place, which no one else can fill.” Remember that *humble* means simple and small. Who is the humblest workman in this story who could provide coal when no one else could? (miner) What does this moral mean? (Answers may vary.) [Lead the students in a discussion of how each job is unique and important depending on the need or the situation.]

Word Work: Merry and Downcast

(5 minutes)

1. In the story today, we heard that the little gray pony was a *merry* little pony.
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 you were 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 a *Synonyms and Antonyms* activity for follow-up. Directions: The opposite of *merry* is *downcast*, or sad. If you think the event I describe would make you merry, say, “merry.” If you think the event I describe would make you downcast, say, “downcast.”

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



Complete Remainder of the Lesson Later in the Day

10B

The Little Gray Pony



Extensions

15 minutes

Image Review

One by one, show images 10A-1 through 10A-9. Ask students to explain what is happening in each picture. Help them to create a continuous narrative retelling the story. As the students discuss each image, remember to repeat and expand upon each response using richer and more complex language, including, if possible, any read-aloud vocabulary. Also, encourage the use of temporal vocabulary to help in introducing and sequencing events: *first, then, next, later, finally*, etc.

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

On Stage

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

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

Explain that now you are going to play a game of charades to review these tradespeople and what they did. Tell them that in this game you are allowed to use actions and three words to help the rest of the class guess your tradesperson. Take the first turn and act out a miner, a word they learned in “The Little Gray Pony.” Then say the words *coal*, *underground*, and *dark*. Ask for volunteers to guess which tradesperson you are.

Now ask volunteers to choose one of the tradespeople you reviewed and act out the person that each card symbolizes. Remind them they may use any action but only three words. Take turns until all image cards have been acted out. Review any trades that were difficult for the actors or guessers.

11

The Merry Wives



Lesson Objectives

Core Content Objectives

Students will:

- Describe the tailor, carpenter, and blacksmith in a colonial town
- Identify, and associate with the appropriate trade, the tools used by a tailor, carpenter, and blacksmith

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.K.1)
- Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.K.3)
- Identify and express physical sensations, mental states, and emotions of self and others (L.K.4)
- Prior to listening to a read-aloud, identify what they know and have learned that may be related to the specific story or topic to be read aloud (L.K.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.K.11)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.K.14)

- Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.K.15)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.K.17)
- Compare and contrast similarities and differences within a single read-aloud, or between two or more read-alouds (L.K.18)
- Make personal connections to events or experiences in a read-aloud, and/or make connections among several read-alouds (L.K.19)
- Distinguish fantasy from realistic text (L.K.22)
- Evaluate and select read-alouds, books, or poems on the basis of personal choice for rereading (L.K.23)
- Learn new words from read-alouds and discussions (L.K.24)

Core Vocabulary

awkward, *adj.* Clumsy or lacking grace

Example: The little girl’s writing was awkward because she was still learning how to hold a pencil.

Variation(s): none

demand, *v.* Insist on getting something

Example: The baby can demand his bottle by screaming “ba ba!”

Variation(s): demands, demanded, demanding

gallop, *v.* To run at a fast pace

Example: The horse liked to gallop fast through the grass.

Variation(s): gallops, galloped, galloping

horrified, *adj.* Unpleasantly shocked or frightened

Example: I was horrified when I saw my leg bleeding.

Variation(s): none

overjoyed, *adj.* Extremely happy

Example: We were overjoyed to learn that we won tickets to our favorite singer’s concert.

Variation(s): none

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Essential Background Information or Terms		10
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	The Merry Wives		10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Horrified		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Student Choice		15

11A

The Merry Wives



Introducing the Read-Aloud

10 minutes

Essential Background Information or Terms

Review the previous read-aloud about the little gray pony that lost its shoe. Highlight what the man was looking for when he went all over town. Then ask students if they remember what the word *merry* means. Tell students that the title of today's story is "The Merry Wives."

Discuss the terms *husband* and *wife*. Which is the man and which is the woman? What does it mean if a man and a woman are a husband and wife? (It means the two are married.)

Tell the students that in this story, the husbands are tradespeople. Review what a tailor does, what a carpenter does, and what a blacksmith does. Explain that in this story, the wives play tricks on their husbands. Because the husbands believe their wives are smarter than they are, they fall for these tricks.

Purpose for Listening

Tell students to listen for which husband acts the silliest in this story.



The Merry Wives

← Show image 11A-1: The three wives

1 Do you ever argue with your friends?

2 What does a cobbler do?

Mary, Terry, and Carrie were best friends, but they argued constantly about every little thing.¹ They argued over which were the fanciest hats at the hatmaker's shop, the tastiest rolls in the baker's shop, and the finest shoes at the cobbler's shop.² They argued so much and so often that one day they ran out of things to argue about. They sat on Mary's front porch with their heads in their hands.

Then Carrie thought of something.

"Have I told you how silly my husband is?" she asked.

The other two women looked up.

"No," said Mary. "But he can't be as silly as mine is."

"Oh, yes, he can," said Carrie. "He's surely sillier."

"No, mine is the silliest," said Terry.

3 It sounds like they are happy to start arguing again.

The three women smiled at each other. They had found something new to argue about!³

"Let's have a contest," said Mary. "Whoever can show that her husband is indeed the silliest must throw a tea party for the other two."

4 If you make a bet with someone, you both predict something different will happen, and then see who is right.

"It's a bet," Carrie and Terry agreed.⁴

The three women, smiling, went home to make their plans. Each was sure she would win the contest.

5 What do you think she was doing if she was hard at work at her loom?

That evening, when Mary's husband, who was a tailor, came in for his supper, he found Mary hard at work at her loom.⁵



← Show image 11A-2: Tailor's wife working without cloth

He stood watching her for a moment, then said, "Mary, honey, why are you weaving when you have no thread on your loom?"

Mary took her foot off the treadle. "What?" she said, pretending

6 Do you think there's really any thread?

7 or really happy

to be shocked. "You call yourself a tailor but you cannot see this magnificent thread I am weaving with?"⁶ Your customers will be **overjoyed**⁷ when they see the beautiful suit you make with this cloth. Every man in town will want one."

The tailor's eyes opened wide.

"You must start sewing right away with this linen cloth," said Mary. She pretended to pick up a piece of cloth and handed it to him. "You must stay up all night making your new suit. And tomorrow, you must wear it."

Her husband reached out. He couldn't see or feel the cloth that Mary handed him, but his wife was so much smarter than he was. Surely, she knew best. He got to work right away, cutting and sewing the pieces of cloth—that he couldn't see or feel—into a suit that he couldn't see or feel, either.



← **Show image 11A-3: Carpenter building his cradle**

8 or unpleasantly surprised

Meanwhile, Terry's husband, who was a carpenter, came in for his evening supper. Terry turned to look at him. She pretended to be **horrified**.⁸ "Oh, my dear," she said. "You are changing before my eyes. Your beard is disappearing and your face becoming more round. Why, it looks as if you are becoming a boy again!"

Until that moment, her husband had felt just the same as always, but his wife was so smart. If she thought he was getting younger, surely, she knew best. He felt his chin. "Yes," he said, "now that you mention it, my skin is smoother than before. And my muscles are becoming weaker."

9 Do you think he is really becoming younger?

Terry pretended to be even more horrified. "You are becoming younger so quickly, that I fear you will be a tiny infant by morning!"⁹ Quickly, while you can still swing a hammer, build a cradle that will be just the right size for you to sleep in. Surely you will not be able to sleep in the large bed without fear of falling to the floor. A cradle will be much safer. The carpenter was confused, but he obeyed. He worked long into the night building the cradle and then crawled into it and fell asleep, exhausted.

The next morning, Terry shook him with alarm. “Wake up, dear husband, oh wake up!” When the carpenter awoke, Terry said, “A baby wearing a man’s clothes! This will never do. I will put your cradle in the wagon. You must crawl out to the wagon into the cradle and we will go to the tailor to be fitted for a baby’s gown.”



← **Show image 11A-4: Blacksmith galloping**

Carrie woke her husband, who was a blacksmith, quite suddenly. “My dear, hurry, quickly. The carpenter needs help getting to town right away. You must run to his house as fast as you can. Do not even change clothes. Just run!”

The blacksmith jumped out of bed. “Okay,” he said. He was about to run out the door when Carrie stopped him. “No, wait. You cannot run fast enough as a human. You must be a horse. Take these horseshoes and put them on your hands and feet. Then **gallop**¹⁰ to the carpenter’s house. It is the only way you can make it there in time.”

10 or run with an uneven stride, like a horse

Her husband didn’t think galloping like a horse was such a good idea, but his wife was so smart. Surely, she knew best. So—still wearing his nightshirt and cap—he got down on his hands and knees and put the horseshoes in place.

“There, now giddy up,” she said.

Her husband took off, galloping as fast as he could. He wasn’t very good at galloping and he felt rather **awkward**.¹¹ The horseshoes kept falling off and he had to keep stopping and putting them back on. But he heard his wife calling:

11 or clumsy

“You’re running like the wind. I’m so proud of you.”

That made her husband gallop faster. When he reached the carpenter’s house, Terry met him. “I need you to pull our wagon to the tailor’s as fast as you can. But please don’t say anything to my poor husband, who is sleeping in the back.”



← **Show image 11A-5: The tailor and his wife**

Meanwhile, in town, Mary's husband, the tailor, had fallen asleep on top of his work the night before. Mary woke him up. "Oh, my dear, the suit is beautiful, and finished not a moment too soon. You must put on your suit and open your shop. Soon a crowd will be there to order suits as fine as yours. Now run, or you will be late."

Mary helped him undress and put on his new suit, which, of course, was nothing but air.

"Now, go! You must run!" said Mary, pushing him out the door.

The poor man was wearing nothing but his underwear, but he set off running so as not to be late to open his shop.



← **Show image 11A-6: Carpenter lying in cradle**

The carpenter lay quietly—but uncomfortably—in his cradle as the wagon entered the town. Suddenly he heard someone shout, "Look over there!" Soon, a whole crowd of townspeople neared the wagon and were pointing and laughing at the blacksmith who had been galloping along on all fours like a horse to pull the wagon.¹²

Then the laughter got louder.

"Look over there!" someone now shouted and pointed to the tailor's shop across the street. The crowd laughed and laughed as they watched the tailor run out of his shop—wearing nothing but his underwear!¹³

The laughter got louder and louder until, at last, the carpenter in the back of the wagon in the cradle couldn't stand it anymore. He sat up to **demand** an explanation,¹⁴ but all he could say was "Goo, goo, gaa, gaa!"

12 Why is the blacksmith pulling the wagon on all fours? What is he wearing on his hands and knees?

13 Do you think the tailor realizes he is wearing nothing but his underwear?

14 or insist on an answer



← **Show image 11A-7: Crowd laughs at three silly men**

The crowd of people looked at him, sitting up in the cradle, and their jaws dropped. Then the carpenter saw the tailor and the blacksmith, and he burst out laughing. Then, the carpenter realized that people were laughing at him, too. He smiled a weak smile and blushed. “Um, goo, goo?” he mumbled. The whole town laughed together, but none as loud as Mary, Terry, and Carrie.

The merry wives spent weeks arguing about who had won the contest. At last, they agreed to meet at the best tavern in town to celebrate their successful pranks.¹⁵ Unfortunately, they could never agree which tavern in town was the best!

15 or tricks

Discussing the Read-Aloud

15 minutes

Comprehension Questions

(10 minutes)

1. What was the bet that the three women made? (They bet on whose husband was silliest.)
2. What does Mary do to make her husband, the tailor, look silly? (She tells him to make an invisible suit and then wear it.)
3. What does Terry do to make her husband, the carpenter, look silly? (She has him build himself a cradle and lie in it.)
4. What does Carrie do to make her husband, the blacksmith, look silly? (She has him gallop into town in his night clothes wearing horseshoes.)
5. Why did the husbands listen to their wives and do silly things? (They believed their wives were smarter.)
6. Do you think the husbands were angry with their wives? Why or why not? (Answers may vary.)
7. Did the husbands know they looked silly when they got to town? (yes) How did they know? (People laughed at them.)
8. *Think Pair Share:* Which husband do you think won the silly contest? Why? (Answers may vary.)

1. In the story today, we heard that Terry pretended to be *horrified* when she told her husband he was changing before her very eyes and looking younger so quickly.
2. Say the word *horrified* with me.
3. *Horrified* means scared or unpleasantly shocked or frightened.
4. You might be horrified if you heard a loud thunderstorm while you were in bed.
5. Tell me about something that would make you horrified. Use the word *horrified* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students' responses: "I would be horrified if . . .")
6. What is the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to describe some people. If you think the person I describe is horrified, say, "horrified." If you think the person I describe is not horrified, say, "not horrified."

1. My dad opened his mouth wide and gasped when I dropped and broke his watch. (horrified)
2. Gillian giggled when her friend made a silly face. (not horrified)
3. Mom yawned and stretched and said she was going to bed. (not horrified)
4. Ted screamed in fear when the thunder crashed. (horrified)
5. Ellen's eyes opened wide and she put her hand over her mouth when the lights all went out. (horrified)



Complete Remainder of the Lesson Later in the Day

11B

The Merry Wives



Extensions

15 minutes

Student Choice

Ask students which read-aloud they have heard recently that they would like to hear again. They may choose a nonfiction read-aloud title (“Dressmakers, Tailors, Hatters, and Cobblers,” “The House Builders: Bricklayers, Masons, and Carpenters,” or “The Blacksmith”) or a fictional story (“The Elves and the Shoemaker,” “The Little Gray Pony,” or today’s story, “The Merry Wives”). 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.

12

The Teacher



Lesson Objectives

Core Content Objectives

Students will:

- Describe a teacher as a townspeople responsible for educating young children
- Identify some characteristics of colonial common schools (multiple grade levels, one-room schoolhouse, mostly boys)
- Compare and contrast common schools with today's schools

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.K.1)
- Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner's comments, with either an adult or another child of the same age (L.K.3)
- Identify and express physical sensations, mental states, and emotions of self and others (L.K.4)
- Use language to express spatial and temporal relationships (up, down, before, after, etc.) (L.K.8)
- Prior to listening to a read-aloud, identify what they know and have learned that may be related to the specific story or topic to be read aloud (L.K.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.K.11)

- Make predictions prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far and then compare the actual outcomes to predictions (L.K.12)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.K.14)
- Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.K.15)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.K.17)
- Compare and contrast similarities and differences within a single read-aloud, or between two or more read-alouds (L.K.18)
- Make personal connections to events or experiences in a read-aloud, and/or make connections among several read-alouds (L.K.19)
- Draw pictures and/or dictate ideas to represent details or information from a read-aloud (L.K.21)
- Learn new words from read-alouds and discussions (L.K.24)
- With assistance, categorize and organize facts and information within a given domain (L.K.32)
- Distinguish read-alouds that describe events that happened long ago from those that describe contemporary or current events (L.K.33)

Core Vocabulary

arithmetic, *n.* Another word for math that uses numbers for addition, subtraction, multiplication, and division

Example: Joanne loved arithmetic so much, she stayed after class to finish the extra problem on the board.

Variation(s): none

educated, *adj.* Having, or showing results of, much training or schooling

Example: My mom is an educated person, the first in her family to go to college.

Variation(s): none

interpret, v. To figure out or explain the meaning of something that is unclear

Example: I have to interpret what my dad means by that look he’s giving me.

Variation(s): interprets, interpreted, interpreting

recess, n. A short break from work or serious activity; play time

Example: Morgan is going to play tag with her friends today at recess.

Variation(s): recesses

slate, n. A small blackboard on which chalk markings and writing can be made and erased

Example: There is a slate hanging in our kitchen where we leave each other notes with chalk.

Variation(s): slates

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Do We Know?	Image Card 23	10
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	The Teacher		10
<i>Discussing the Read-Aloud</i>	Comprehension Questions	Now and Then Venn Diagram from Lesson 1	10
	Word Work: Educated		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Drawing the Read-Aloud	Instructional Master 12B-1 Image Card 4 drawing tools	15

12A *The Teacher*



Introducing the Read-Aloud

10 minutes

What Do We Know?

Review the previous read-aloud about the merry wives who played tricks on their husbands. Ask students to recall why the husbands did what their wives told them to do. (They thought their wives were smarter than they were). Explain that, in colonial times, most men actually thought they were smarter than women. In part, this was because boys went to school and were educated, and women did not go to school. In colonial days, most schoolmasters (teachers) were men. Show Image Card 23 (female teacher) and discuss that today, you can find both female and male teachers in schools, as well as girls and boys, who are now equally able to get an education in the United States.

Explain that today's read-aloud is about what school was like in colonial times. Tell students you are going to ask them questions to help them start thinking about what things might be different and what might be similar between schools in colonial times and the schools that they attend today. Ask them the following basic questions about schools today:

- Who gets to go to school? (most children)
- How do you get to school? (car, walk, bus, bike)
- Who is in charge of the whole school? (principal)
- How many teachers do we have in our school? (Answers may vary.)
- What different kinds of rooms do we have in our school? (classrooms, bathroom, library, gym, music, art, cafeteria, supply, office, etc.)
- How many grades do we have in our school? (kindergarten, first grade, etc.)

- Where do students sit in the classroom? (at desks or tables)
- What supplies do we use for writing? (paper, crayons, pencils, markers, computers)
- What subjects do we study? (science, history, math, reading, spelling, writing, music, art, gym, etc.)

Purpose for Listening

Tell students to listen carefully to the read-aloud about what schools were like long ago. Ask them to pay attention to the differences between schools today and schools in early America.



The Teacher

← Show image 12A-1: One-room schoolhouse

You have already learned in earlier read-alouds that during colonial times children had many chores they needed to do at home to help their families. So some children in colonial times never even got the chance to go to school to learn to read or write. Most boys, however, usually went to school, even if it was just for a few years. Girls rarely went to school. The primary role in life for girls was to take care of the home and, eventually, to care for their own children. In early America, people believed that most girls didn't need to know how to read or write.¹

1 Do people today still believe this?



← Show 12A-2: Dame school

The very first schools in America were called Dame schools. In a Dame school, children ages six to eight were usually taught by a woman in her living room, or parlor.² Children were taught simple things like the alphabet or simple **arithmetic**,³ but writing was considered unnecessary in colonial times. During that time, once you learned how to read the Bible, you were considered **educated**,⁴ as that was the only book considered worth reading. For most children, this was the extent of their education. In fact, most poor adults never learned to read at all.

2 *Dame* is another word for *woman* or *lady*. Remember the nursery rhyme we learned about Weaver John and his dame Maud?

3 or counting and addition and subtraction

4 or having all the training you needed



← Show image 12A-3: Interior of schoolhouse

Eventually, in the towns in the northern part of the United States, schools called “common schools” began to spring up. These schools were much smaller than most schools today. In fact, many of them were simple buildings with just one cold room; oftentimes, we call this type of a school a “one-room schoolhouse.” As you can see from this picture, students sat on uncomfortable wooden chairs or benches in straight rows facing the teacher. There was only one teacher, so children of all different ages went to school together.⁵

5 First-graders through fifth-graders would all be in the same class.

The only source of heat in the schoolhouse was a single woodstove. The children were expected to bring firewood every day to “pay” for their schooling; if you forgot, you had to sit in the seat farthest away from the fireplace.



← **Show image 12A-4: Walking to school with lunch pails**

Getting to school in those days was very different from going to a typical school today. There were no school buses or cars. All students walked to school, some for several miles each way, every single day. And once the students returned home, they still had a lot of work to do at home.

There was no cafeteria or school kitchen either, so children usually brought lunch from home in lunch pails, not too different from today’s lunch boxes.



← **Show image 12A-5: Slate board**

In those early days, there were no teaching materials or books other than the Bible. Because paper was difficult to make and was very expensive, students wrote on sheets of birch bark⁶ with lumps of lead or goose quills⁷ dipped in ink. Eventually, students used a **slate** and chalk to write.⁸

Usually students copied all their lessons from a book or from the chalkboard at the front of the room onto their slates with pieces of chalk. When they were done, they would wipe their slates clean so they could copy something new.

6 the bark from birch trees

7 or feathers

8 (Point to illustration.) A slate is a small chalkboard. It was better than paper because it was reusable; students could write with chalk, erase what they wrote, and write something again.



← **Show image 12A-6: Schoolmaster in town**

The teacher in a common school was usually a man, and he was called the schoolmaster. He was in charge of the school, too, because there was no principal. However, he usually didn’t make enough money to build himself a house, so he would take turns living with different townspeople. A young, unmarried teacher might spend a week in the baker’s house, a week with the church preacher, a week with the miller, and so on. The schoolmaster was also often required to do extra work around the village, like help

the preacher ring the church bells, or help the baker haul sacks of flour.



← **Show image 12A-7: Recess**

As things got a little more crowded in a busy one-room schoolhouse, the teacher would let the kids go outside for a **recess**—if the class was well-behaved, that is.⁹ Children played lots of different games, some of them similar to those you play today. They jumped rope and played tag and jacks.¹⁰

After completing common school, those few girls lucky enough to attend were sent home to work or, if they came from a wealthy family, sent to “finishing schools” to focus on knitting, embroidery, and the social graces. Boys had a lot more choices. A boy could either go back home to work the farm, learn a trade from his father, or become an apprentice to another tradesperson in town.¹¹ Some very smart boys continued their schooling at Latin school. At Latin school, boys up to the age of about fifteen learned another language called Latin and prepared for college.

9 or a play break

10 They didn't have playgrounds; the only things to climb were trees.

11 What is an apprentice?



← **Show image 12A-8: Written announcements being read in town square**

While early school life may sound kind of rough, it's important to realize how essential education was in those early days—as it is today!¹² Because not many people knew how to read or write, those who could became very important people in their towns. They were relied upon to **interpret** written laws and official announcements.¹³ We are very lucky today because education is freely available to all children.

12 What does *essential* mean?

13 When you interpret something, you don't just read the words; you also figure out the meaning.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

(10 minutes)

Remind students that you had asked them questions about today's schools before the read-aloud, and tell them you will repeat them now about schools from long ago. Record similarities and differences on the Now and Then Venn Diagram as the students talk. Tell the students this will be the last new information you will add to this diagram.

1. Who got to go to school long ago? (mostly boys)
2. How did children get to school? (walking)
3. Who was in charge of Dame schools? (the woman whose house it was) Who was in charge of common schools? (the male schoolmaster)
4. How many teachers and classes did schools have? (one) Which grades were in a room? (all)
5. What supplies did they use for writing? (tree bark, lumps of lead, feathers dipped in ink, slates)
6. What subjects did they study? (arithmetic, the alphabet, reading)
7. *Think Pair Share:* Long ago, people who got to go to school and learn to read were considered lucky and important. How would you feel if you had to work all day and weren't allowed to go to school to learn to read? (Answers may vary.)

Word Work: Educated

(5 minutes)

1. In the read-aloud today, we learned that long ago people were considered *educated* once they knew how to read the Bible.
2. Say the word *educated* with me.
3. When you are educated, you have had a lot of training or schooling.
4. We are lucky in the United States that public school is free so all children have a chance to become educated.
5. Tell me about a topic you are educated about because you have studied it in a class. Use the word *educated* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students' responses: "I am educated about _____.")
6. What is the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to say some places. If you would go to the place to become educated, say, "educated." If you would go to the place for a different reason, remain silent.

1. You go out to eat at a restaurant.
2. You go to the art museum. (educated)
3. You attend classes in college. (educated)
4. You go to bed.
5. You came to our class. (educated)



Complete Remainder of the Lesson Later in the Day

12B

The Teacher



Extensions

15 minutes

Drawing the Read-Aloud (Instructional Master 12B-1)

Make a copy of Instructional Master 12B-1 for each student. Tell the students that because so many people long ago were not educated, or sent to school, many people in town didn't know how to read. Point out that many shop signs back then didn't just have words on them—they had pictures showing what each tradesperson did. This helped people who couldn't read words to know which shop was which. Tell students that good signs were simple pictures that could be seen from far away. Show Image Card 4 (bread). Ask students, "If this sign was outside a shop, who do you think would be working inside?" (baker)

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

The following questions may be used as prompts to help students remember specific tradespeople. Follow each prompt with, "Draw a picture that will help people find this tradesperson's shop."

- Which tradesperson works at the mill? (miller)
- Which tradesperson uses flour to make bread? (baker)
- Which tradesperson takes cotton, flax, or wool and twists it to make thread? (spinner)
- Which tradesperson works with the spinner's thread on a loom? (weaver)
- Which tradespeople make clothing for men and women? (tailors and dressmakers)
- Which tradesperson makes hats? (hatter)
- Which tradesperson makes shoes? (cobbler)

- Which tradesperson uses bricks? (bricklayer)
- Which tradesperson uses stones? (stonemason)
- Which tradesperson uses wood? (carpenter)
- Which tradesperson makes tools of iron? (blacksmith)

As students draw, circulate around the room, asking them to identify the tradespeople who would use the signs they have drawn.

13

Stone Soup



Lesson Objectives

Core Content Objectives

Students will:

- Recall the different kinds of tradespeople found in a colonial town

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.K.1)
- Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.K.3)
- Identify and express physical sensations, mental states, and emotions of self and others (L.K.4)
- Prior to listening to a read-aloud, identify what they know and have learned that may be related to the specific story or topic to be read aloud (L.K.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.K.11)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.K.14)
- Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.K.15)

- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.K.17)
- Compare and contrast similarities and differences within a single read-aloud, or between two or more read-alouds (L.K.18)
- Make personal connections to events or experiences in a read-aloud, and/or make connections among several read-alouds (L.K.19)
- Learn new words from read-alouds and discussions (L.K.24)
- With assistance, categorize and organize facts and information within a given domain (L.K.32)
- Distinguish read-alouds that describe events that happened long ago from those that describe contemporary or current events (L.K.33)

Core Vocabulary

grocer, n. Storekeeper who sells food

Example: I always ask the grocer at the supermarket which fruit is in season.

Variation(s): grocers

peered, v. Looked or stared

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

Variation(s): peer, peers, peering

spirits, n. Feelings or attitudes

Example: Her spirits were low because it was rainy and cold.

Variation(s): spirit

sympathy, n. Feeling sorry for someone else

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

Variation(s): sympathies

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Essential Background Information or Terms		10
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Stone Soup		10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Sympathy		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	On Stage		15
	Now and Then Venn Diagram Review	Now and Then Venn Diagram from Lesson 1	

13A *Stone Soup*



Introducing the Read-Aloud

10 minutes

Essential Background Information or Terms

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

Purpose for Listening

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



Stone Soup

← Show image 13A-1: Three tired soldiers spot steeple in distance

Three soldiers, Henry, George, and Lucas, were marching home from the war. They had been marching for many days, and they expected to march many more before they finally made it home. They were cold and tired, but most of all, they were hungry.

“Look, just over those trees!” Henry said, pointing, “I see a church steeple.¹ There must be a town over there. Perhaps the good people will offer us some food.”

“Good idea,” said George.

“Let’s go,” said Lucas.

1 (Point to the steeple in illustration.)



← Show image 13A-2: Girl spots soldiers

The three soldiers marched toward the town, holding their stomachs and hanging their heads because they were so hungry. They didn’t know it, but a little girl saw them coming. She turned and ran to the blacksmith’s shop. She banged on his door.²

“Blacksmith, Blacksmith,” she said. “Three soldiers are coming. They look hungry. We must offer them food.”

The blacksmith didn’t turn his head. He continued pounding on the big iron pot he was making. “I have no time to be offering food to hungry soldiers. I must get this pot finished, or I will not get paid. If I do not get paid, I cannot buy food, and my family and I will be hungrier than those soldiers.”

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

“Carpenter, Carpenter,” she said. “Three soldiers are coming. They look hungry. We must offer them food.”

The carpenter didn’t turn his head. He continued staring at the level he had just placed on top of a table. “Hungry soldiers,” he said, without much **sympathy**.⁴ “I have no time to be offering food

2 What does a blacksmith do?

3 What does a carpenter do?

4 The carpenter did not feel sorry for the soldiers.

5 What does a baker do?



← **Show image 13A-3: Girl standing at shop door**

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.⁵

“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 to be sure, but I will not give it away for nothing. I must eat, too, you know.”



← **Show image 13A-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?”⁶

“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.”

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

“Stone Soup?” asked the girl. “But you can’t make soup from 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.”⁷

“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 13A-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.⁸

“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.⁹

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

← **Show image 13A-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 . . .”¹⁰

“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.”

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

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

9 How did the carpenter help the soldiers?



10 Do you think it would taste delicious right now?

“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**¹¹ 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.¹²

“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 13A-7: People eating soup

“Stone Soup is best when it is shared.”¹³

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**¹⁴ 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.”¹⁵

11 or storekeeper who sells food

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

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

14 or looked or stared

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

With their stomachs full and **spirits**¹⁶ raised, the three soldiers waved goodbye to the little girl and the townspeople, and they continued on their long march home.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

(10 minutes)

1. Who was the only townspeople who wanted to feed the soldiers? (the little girl)
2. Why did the other tradespeople say they wouldn't help feed the soldiers at first? (too busy, not enough food for own families)
3. Do you think stones and water alone could have made soup? (no) Why not? (Stones aren't food and don't have any flavor.)
4. Why did the townspeople start bringing food to the soldiers when they said they wouldn't before? (They were curious about Stone Soup.)
5. Who supplied the iron pot? (blacksmith)
6. Who brought wood for the fire? (carpenter)
7. What ingredients went into the soup? (spice, barley, meat, onions, salt, etc.)
8. Who ate the stone soup? (the townspeople and the soldiers)
9. Why were the stones left in the pot? (Stones don't cook.)
10. *Think Pair Share:* Did the townspeople know that stones and water alone would not make soup? (no) Did the soldiers know? (yes) Did the girl know? (no, not at first) How did she figure it out? (The stones were still at the bottom of the pot.)

Word Work: Sympathy

(5 minutes)

1. In the read-aloud today, the carpenter said “Hungry soldiers” 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. Use the word *sympathy* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I had sympathy for _____ when . . .”)
6. What is the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to say some scenarios. If I say something that would make someone feel sympathy, say, “sympathy.” If I say something that wouldn’t make someone feel sympathy, say, “no sympathy.”

1. A boy won a running race. (no sympathy)
2. A cat got stuck up in a tree and couldn’t get down. (sympathy)
3. A frog jumped on a rock. (no sympathy)
4. A man ate dinner. (no sympathy)
5. A girl lost her favorite doll. (sympathy)



Complete Remainder of the Lesson Later in the Day

13B

Stone Soup



Extensions

15 minutes

On Stage

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

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 long ago towns 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 the jobs may be easier for workers today than they were for colonial townspeople.

PP2

Pausing Point 2



Note to Teacher

This is the end of the read-alouds about the house builders, the blacksmith, and the teacher. You may choose to pause here and spend one to two days reviewing, reinforcing, or extending the material taught thus far.

If you do pause, you may have students do any combination of the activities listed below. The 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:

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

- Recognize the necessity of heating objects before the blacksmith can shape them
- Describe the teacher as a townspeople responsible for educating young children
- Identify some characteristics of colonial common schools (multiple grade levels, one-room schoolhouse, mostly boys)
- Compare and contrast common schools with today's schools
- Recall the different kinds of tradespeople found in a colonial town

Activities

Tools of the Trade

Materials: Bricks, trowel, wood, horseshoe, measuring tape, slate, etc.

Your students have heard about many tradespeople and townspeople. Bring to class whatever tools you can find related to their trade to show students. Show students the tools one by one, using them to review domain vocabulary and concepts learned. For example, if you bring in a slate, review the word *slate* with students and ask students which townspeople used a slate and how it was used in everyday life.

Image Review

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

Image Card Review

Materials: Image Cards 1–23

In your hand, hold the image cards fanned out like a deck of cards. Ask a student to choose a card but to not show it to anyone else in the class. The student must then perform an action or give a clue about the picture s/he is holding. For example, for the image of bricks, a student may pretend to be making a wall by using a trowel and mortar. The rest of the class will guess what is being described. Proceed to another card when the correct answer has been given.

Domain-Related Trade Book or Student Choice

Materials: Trade book

Read an additional domain-related trade book to review a particular trade or tradesperson; refer to the books listed in the domain introduction. You may also choose to have the students select a read-aloud to be heard again.

You Were There: Colonial America

Have students pretend to be tradespeople or townspeople in Colonial America. Ask students to describe what they see and hear as a tradesperson or townspeople. For example, a student may pretend to be a blacksmith working in his forge and may talk about the heat, the metal, and the customers. They may also pretend to be a teacher in a one-room schoolhouse and talk about the sound of chalk on slate and of children talking. They may also talk about the sounds they hear on rare trips to town, the sounds their farm animals make, etc.

Key Vocabulary Brainstorming

Materials: Chart paper

Give the 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 a piece of chart paper for reference.

Riddles for Core Content

Ask the 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 to “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 townspeople who teaches all different ages of students in a one-room schoolhouse. Who am I? (a teacher)

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 the students brainstorm important information about Colonial America, the country, the town, and all of the tradespeople and townspeople they have learned about. Have each student choose one idea to draw a picture of and ask him or her to write a caption for the picture. Bind the pages to make a book to put in the class library for students to read again and again.

On Stage: *The Little Gray Pony, The Merry Wives, Stone Soup, The House Builders, The Teacher*

Have a group of students plan and act out one of the fictional stories they heard, or plan and act out an original scene, pretending to be bricklayers, masons, carpenters, blacksmiths, or teachers.

DA

Domain Assessment



This domain assessment evaluates each student's retention of the core content targeted in *Colonial Towns and Townspeople*.



Domain Assessment

Note: You may wish to have students complete this assessment in two sittings.

Part I (Instructional Master DA-1)

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

Part II (Instructional Master DA-2)

Read each statement to students, repeating as necessary.

Directions: I am going to read some statements to you about the tradespeople you have learned about. If the statement I say is true, circle the 'T.' If the statement I say is false, circle the 'F.'

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

For Teacher Reference Only:
Copies of *Tell It Again! Workbook*





Dear Parent or Guardian,

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

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

1. Trip to Town

The next time you have to run errands in your town, take your child along. Talk about why you go to the bank, grocery store, post office, department store. Encourage your child to ask the professionals you meet questions on your day out. Ask your child to explain why farmers went to town in colonial times.

2. Career Conversation

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

3. Children's Chores

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

4. Baked Bread

Bake bread at home or take your child to a bakery to watch bakers knead, proof (set the dough to rise), and bake the dough. Review the basic ingredients of bread. Then enjoy the fresh-baked goodies together!

5. Fabric Fun

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

6. Wonderful Words

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

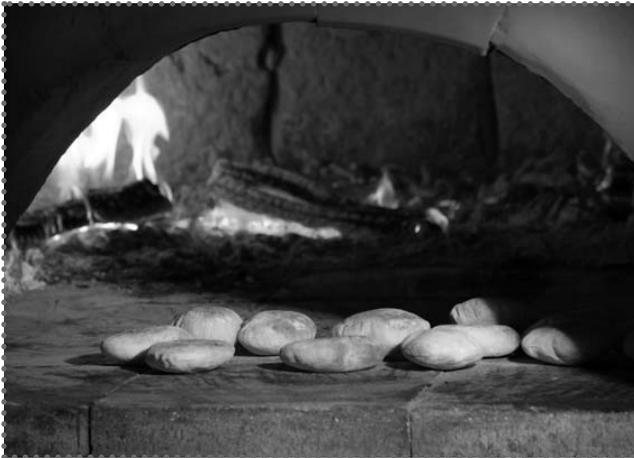
- *trade*—Joshua studied as an apprentice to learn the trade of carpentry.
- *everyday*—Baking bread was an everyday event for a colonial baker.
- *rare*—Going to town was a rare event for most colonial people who lived in the country.
- *customers*—The dressmaker made many different types of clothing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

7. Read Aloud Each Day

It is very important that you read to your child each day. The local library has many nonfiction books about colonial times, as well as fictional selections.

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

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



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

2



3



4



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Dear Parent or Guardian,

Your child has been learning about large towns in colonial times. We are discussing the roles of a variety of tradespeople, including bricklayers, masons, carpenters, and blacksmiths. We will also be learning about teachers in colonial times.

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

1. Sayings and Phrases: Better Safe Than Sorry

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

2. Old-fashioned Family Fun

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

3. House Hunting

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

4. School Stories

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

5. Map Making

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

6. Wonderful Words

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

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

7. Read Aloud Each Day

It is very important that you read to your child each day. The local library has many nonfiction books about colonial times, as well as fictional selections.

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

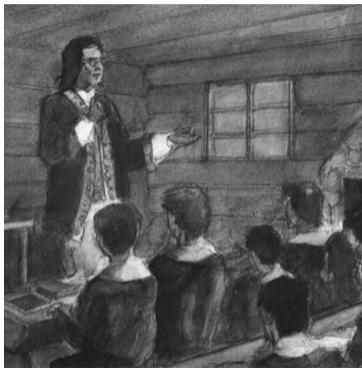
Directions: Choose six tradespeople that you have learned about so far. Draw six signs, one in each box, that each tradesperson could hang outside his or her shop. Make sure the signs are simple enough to be seen from far away.



Directions: Draw a line matching a tradesperson from long ago to a community helper from today who does a similar job. When I come to your desk, tell me about the job each tradesperson did long ago, and how the job is more easily done today.



Directions: Draw a line matching a tradesperson from long ago to a community helper from today who does a similar job. When I come to your desk, tell me about the job each tradesperson did long ago, and how the job is more easily done today.



Directions: Listen carefully to the following statements. If the statement is true, circle the 'T.' If the statement is false, circle the 'F.'

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10. T F

Directions: Listen carefully to the following statements. If the statement is true, circle the 'T.' If the statement is false, circle the 'F.'

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CONTRIBUTING EDITORS

Jennifer England, Diana Espinal, Mary E. Forbes, Michael L. Ford, Martha G. Mack, Rachael L. Shaw, Michelle L. Warner, Catherine S. Whittington, Jeannette A. Williams

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J. Chris Arndt

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ILLUSTRATORS

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