**Idaho Core Teacher Network Unit Plan Template**

**Unit Title:** Colonial Towns and Townspeople  
**Created By:** Kristen Williams  
**Subject:** Social Studies and ELA  
**Grade:** Kindergarten  
**Estimated Length (days or weeks):** 3 weeks  

**Unit Overview (including context):**  
This unit will continue to build on students understanding of early American history. In previous units, students have learned about the Pilgrims coming to America from England in order to gain religious freedom. The unit will give students an idea of what life was like for the colonial townspeople to include how different the colonist’s lives were from their own daily lives. They will have an understanding of the challenges that faced families that lived on the countryside. They will also learn about the towns and townspeople. They will examine the kinds of building that were found in the town. They will also learn the common trades of the time and how they differed from similar jobs today.  

**Unit Rationale (including Key Shift(s)):** Students will participate in Reading/Writing/Speaking that is grounded in evidence from the text, across the curriculum.

**Targeted Standards (Module 2):**  
- Idaho Core Grade-Level Standards:  
  1) RI.K.1: With prompting and support, ask and answer questions about key details in a text.  
  2) RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.  
  3) RI.K.10 Actively engage in group reading activities with purpose and understanding.  
  4) W.K.2 Use a combination of drawings, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.  
  5) W.K.5 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a

**Essential Question(s):**  
How is a life today different than life in colonial times?  

**Enduring Understandings (Module 4):**  
- Towns of long ago had common buildings that are different from the buildings one would find in towns now.  
- Many townspeople had trades or jobs that they did to save others time and effort.  
- Life in colonial towns and the countryside was difficult and required a lot of work in order to survive.  
- Students will be able to compare and contrast life today with life long ago  

**Measurable Outcomes (Modules 5, 6, and 8):**  
* Students will be able to identify common buildings found in colonial towns.  
* Students will be able to compare and contrast towns from colonial times with the towns and cities of today.  
* Students will be able to identify common trades of colonial townspeople.  

**Success Criteria (Evidence):**  
* Working in small groups, students will be assigned a building commonly found in colonial towns. They will be
6) SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and large groups.

7) SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

8) SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

9) SL.K.5 Add drawings and other visual displays to descriptions as desired to provide additional detail.

10) L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Content Standards: Idaho Kindergarten Social Studies Standard 1.1: Build an understanding of the cultural and social development of the United States.

Student Friendly Learning Goals (Desired Results):

- I will know what the buildings were built long ago.
- I will know how building long ago are different then the building we have today.
- I will know that jobs from long ago were called trades.
- I will know what the common trades were from long ago.
- I will know how the trades of long ago have changed to become easier jobs now.
- I will know that long ago townspeople had trades to save others time and effort.
- I will know that my life is different than a kid’s life in colonial times.

Given chart paper and asked to design a sign that the owner may hang over the door so townspeople will know what the building is and why they may need to go there.

* Students will explain their business sign to another group. The two groups will “trade” signs and each group will discuss what trade a person would need to work in the building. Students will present this information to the class.

* Students will be able to successfully complete worksheet DA-2 © 2013 Core Knowledge Foundation and discuss the difference between the jobs then and now. Students will also be able to explain how these trades saved others time and effort.

* Students will create a journal entry from the perspective of a colonial child and detail their day.

Summative Assessment (Module 6):

| Summative Assessment Description: | Show empathy | *Structured class discussions. *Small group interview | The summative assessment will be in the form of an interview. Before the interview process each kindergartener will first complete an Interview Worksheet (attached). This

Students will understand that life in colonial towns and the countryside was difficult and required a lot of work in order to survive. |
Students will understand that life in the early American colonies was very different than life is today.

A worksheet will prepare them for the interview. Kindergarteners will be asked to draw modern day and colonial chores as well as ideas about what the different kids would do with their free time.

Each interview group will consist of two 2nd grade interviewers and 2 kindergarteners (one modern and one colonial child). Kindergarteners will be designated either a colonial kid or a modern kid. The 2nd grade buddies will act as the interviewer. The 2nd graders will be given an Interview Notecatcher that will include the interview questions. The 2nd graders will ask the question and allow each kindergartener to answer. They will listen carefully and write down the kindergartener’s response (see Interview Notecatcher). During this time, the teacher will circulate around the room and take anecdotal notes of students’ understanding. Grades will be given as a 4, 3, 2, or 1. Grades will be assessed from the Interview Worksheet, the 2nd grade notecatcher, and the teacher’s anecdotal notes.

- Rubric or Assessment Guidelines: Rubric for writing assessment is attached

Central Text:
Pilgrim Cat by Carol Antoinette Peacock

Text Complexity Analysis (Module 3):

<table>
<thead>
<tr>
<th>Quantitative Measure of the Text:</th>
<th>Range:</th>
<th>Associated Grade Band Level:</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATOS: 3.80 RGL DRA</td>
<td>N/A (K-1 text bands are N/A)</td>
<td>Grade Band 2-3</td>
</tr>
</tbody>
</table>

This book will be used as a read aloud. It would be inappropriate to be given as readable text for a kindergartener.
Qualitative:

Text Structure (story structure or form of piece): Somewhat Complex
This historical fiction story is somewhat complex. It begins with a young girl and her family leaving their home for the New World. While on the Mayflower, she finds a stray cat and makes it her own. The story then tells of the very uncomfortable trip over the Atlantic Ocean as well as the difficult life the settlers faced the first year in Plymouth Rock. Although students may not have any experience with sailing over the Ocean or settling new lands, they will be able to follow the story of a young girl on her adventure.

Language Clarity and Conventions (including vocabulary load): Very Complex
The language clarity and conventions of this story, as well as the vocabulary, is very complex. Many of the Tier 2 and 3 words will need to be explicitly taught in order for students to build understanding and meaning. The illustrations offer a good support to students that may be struggling with understanding. Sentence structure and word choice will also have to be addressed as students will not be very familiar with Old English style conversation.

Levels of Meaning/Purpose: Moderately Complex
Students may need some support setting a purpose for reading this story. It is fiction and students will be drawn to the story of Faith and the cat, Pounce, but this book was also well researched and includes a lot of information for the students to learn. The teacher will need to discuss the purpose for reading this book and explain how this book, although fiction which they usually read for entertainment, is also informational. They will be able to listen for factual information throughout the text.

Knowledge Demands (life, content, cultural/literary): Very Complex
Most all kindergarteners will connect with Faith’s attraction to the stray cat on the Mayflower. They will also enjoy hearing about the life they may have lived if they were a young settler of Plymouth Rock. However, if my students had not had been exposed to previous units on Native Americans, England’s kings and queens, and Columbus and the Pilgrims, I do not feel that they may have had enough prior knowledge to connect with the text.

Reader-Task: Possible Major Instructional Areas of Focus (include 3-4 CCS Standards) for this Text:
CCSS.ELA-LITERACY.L.K.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
CCSS.ELA-LITERACY.RL.K.4
Ask and answer questions about unknown words in a text.
CCSS.ELA-LITERACY.RL.K.9
With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
CCSS.ELA-LITERACY.SL.K.2
Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
CCSS.ELA-LITERACY.RI.K.10
Actively engage in group reading activities with purpose and understanding.
Other materials/resources (including images and videos):

Books

Fiction:
Charlie Needs a Cloak, by Tomie dePaola
The Elves and the Shoemaker, by Jim LaMarche
A Horse's Tale: A Colonial Williamsburg Adventure, by Susan Lubner
Ox-Cart Man, by Donald Hall
Stone Soup, by Marcia Brown
Town Mouse, Country Mouse, by Jan Brett

Nonfiction:
Colonial Families, by Verna Fisher
Colonial Farms, by Verna Fisher
Colonial Homes, by Verna Fisher
Colonial Jobs, by Verna Fisher
Colonial Life, by Bobbie Kalman
Colonial Life (A True Book), by Brendan January
Colonial Times from A to Z, by Bobbie Kalman
Colonial Towns, by Verna Fisher
Explore Colonial America: 25 Great Projects, Activities, Experiments (Explore Your World Series), by Verna Fisher
The Home (Colonial American Crafts), by Judith Hoffman Corwin
Homes in Colonial America, by Mark Thomas
If You Lived in Colonial Times, by Ann McGovern
If You Lived in Williamsburg in Colonial Days, by Barbara Brenner
Life in a Colonial Town (Picture the Past), by Sally Senzell Isaacs
Work in Colonial America, by Mark Thomas

Websites
Student Resources
1. Williamsburg for Kids
   a. http://www.history.org/kids

Water Mill Museum

Teacher Resources
1. Colonial Life

Trades people

Colonial Photos

Vocabulary Instruction (Module 9)
### Targeted Academic Vocabulary & Unit

<table>
<thead>
<tr>
<th>Tier II Word</th>
<th>Lesson Taught</th>
<th>Lesson Revisited</th>
<th>Lesson Assessed</th>
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<tbody>
<tr>
<td>rare</td>
<td>5</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>bartered</td>
<td>5</td>
<td>6</td>
<td>15</td>
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<tr>
<td>fastened</td>
<td>9</td>
<td>10</td>
<td>15</td>
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<tr>
<td>patiently</td>
<td>10</td>
<td>11</td>
<td>15</td>
</tr>
<tr>
<td>essential</td>
<td>11</td>
<td>12</td>
<td>15</td>
</tr>
<tr>
<td>kneaded</td>
<td>6</td>
<td>14</td>
<td>15</td>
</tr>
</tbody>
</table>

### Targeted Content Area Vocabulary & Unit

<table>
<thead>
<tr>
<th>Tier III Word</th>
<th>Lesson Taught</th>
<th>Lesson Revisited</th>
<th>Lesson Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>blacksmith</td>
<td>5</td>
<td>6, 11, 12</td>
<td>15</td>
</tr>
<tr>
<td>cobbler</td>
<td>5</td>
<td>6, 11, 12</td>
<td>15</td>
</tr>
<tr>
<td>tailor</td>
<td>5</td>
<td>6, 11, 12</td>
<td>15</td>
</tr>
<tr>
<td>mason</td>
<td>10</td>
<td>11, 12</td>
<td>15</td>
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</tbody>
</table>

### Instructional Sequence

#### Activity/Strategy

<table>
<thead>
<tr>
<th>Texts and Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Timeline</td>
</tr>
<tr>
<td>Chart Paper</td>
</tr>
<tr>
<td>Pre-Assessment</td>
</tr>
<tr>
<td>Writing paper</td>
</tr>
<tr>
<td>Pilgrim Cat</td>
</tr>
</tbody>
</table>

#### Instructional Notes (including Sequencing & Scaffolding (Module 8), formative assessments (Module 6), integrated literacy lessons (Module 9), and days that target vocabulary (Module 9))

- Students will review the classroom timeline which already includes dates from other units of study to include Native Americans, Columbus (1492), and the Pilgrims (1620 landing at Plymouth Rock and establishing Plymouth colony). Explain this unit takes place in the 1700s and put an index card around the 1700 mark on the timeline.
- Pre-Assessment: During Journal Time, students will be asked to write about what they know of the towns and townspeople of long ago in Colonial America.
- The class will complete a K-W-L about Colonial Towns and Townspeople
- Central Text will be read aloud.

#### Frontloading

**Day(s): 1**

- Activities/Strategies:
  - Introduction to Unit
  - Time Line
  - K-W-L
  - Building Background
  - Activating Prior Knowledge
  - Central Text will be Read Aloud

**Day(s): 2**

- Activities/Strategies:
  - Close Read Activity with Central Text
  - Pilgrim Cat by Carol Antoinette Peacock

- The central text (Pilgrim Cat) will be read aloud. Please see the link below for an example of a close text reading for a kindergarten class.
  [https://www.youtube.com/watch?v=3DBz4s1WHZo](https://www.youtube.com/watch?v=3DBz4s1WHZo)
| Day(s): ___3___:  | Activities/Strategies: Read Aloud non-fiction book: *The Country Family*  
| *Complete Venn Diagram comparing and contrasting country life “Now” to life “Then” *  |
| **The Country Family** © 2013 Core Knowledge Foundation  
| -Chart Paper  
| -markers  |
| **-Students will listen to the read aloud *The Country Family*.**  
| -Students will answer comprehension questions with their think-pair-share partner and then to the class.  
| -As a whole group, students will complete a Venn Diagram (formative assessment) comparing and contrasting life “then” with live “now” using examples from the text. (If students are not familiar with modern country life, they can draw from their background from our prior farm unit). |

| Day(s) ____4___:  | Activities/Strategies: Close read activity  
| **Close read worksheet**  
| **-crayons**  
| **-pencils**  |
| **-Students will closely read a decodable passage about Colonial country kids. They will answer questions by referring back to the text and underlining the evidence in the question’s corresponding color and filling in the missing word. (If a similar assignment has not been done before, teacher may consider completing this as a class and/or modeling a similar assignment before this point.)** |
| *see attached worksheet *Colony Kids* |

| Day(s) ___5___:  | Activities/Strategies: Journal Entry  
| **-journal and/or paper**  
| **-pencils**  
| **-crayons**  |
| **-Students will write a simulated journal entry as an early American colonialist to show their thoughts and feelings of daily life.**  
| -Each student may choose to be a townsperson or a country dweller.  
| -Townspeople must write about their trade as they detail their day.  
| -Country dwellers must include their daily chores in their journal entry.  
| -Students will be given 5 minutes to think about their journal entry.  
| -Students will be given 10 minutes to draw a picture about their journal entry.  
| -Students will be given 20 minutes to write about their journal entry.  
| **Writing Paper** |

| Day(s) ___6___:  | Activities/Strategies: Read Aloud *A Trip to Town*  
| *List tradespersons and what they did*  |
| **-A Trip to Town** © 2013 Core Knowledge Foundation  
| -Formative Assessment  |
| **-Students will listen to the read aloud *A Trip to Town*.**  
| -Students will be asked to listen for the different types of tradespersons that lived in colonial times.  
| -Students will answer comprehension questions with their think-pair-share partner and then to the class.  
| -As a class, students will make a list of the different types of tradespersons they read about in the story |
- Formative Assessment

<table>
<thead>
<tr>
<th>Activity/Strategy</th>
<th>Texts and Resources</th>
<th>Instructional Notes (including Sequencing &amp; Scaffolding, Formative Assessments, and days that target vocabulary)</th>
</tr>
</thead>
</table>
| Day(s) __ 7__ :   | - *A Trip to Town* © 2013 Core Knowledge Foundation - chart paper - markers and/or crayons | - As a class, we will review the common buildings found in a colonial town from the previous story, *A Trip to Town*.  
  - Each table will be assigned a building (town square, general store, water mill, colonial shop, blacksmith shop, cobble shop).  
  - The students in their small group will have a large piece of paper to draw the building they were assigned.  
  - They will discuss what the building was, who worked in the building, what they did, and why a colonist may need to go to the building.  
  - Each group will share their drawing and discuss with the class. |
| Activities/Strategies: | Short group project | |
| - Read Aloud       | - Read Aloud *The Bread Makers: Millers and Bakers* © 2013 Core Knowledge Foundation - 3B-1 Worksheet © 2013 Core Knowledge Foundation | - Students will listen to the read aloud.  
  - Students will answer comprehension questions with their think-pair-share partner as well as with the class.  
  - Handout 3B-1 Worksheet (Formative Assessment) © 2013 Core Knowledge Foundation (see attachment). Students will be asked to cut out and glue sequencing pictures in order that show the correct steps for bread to be made. |
| - Formative Assessment 3B-1 | | -3B-1 Answer Key |
| Day(s) __ 9__ :   | Read Aloud *The Cloth Makers: Spinners and Weavers* © 2013 Core Knowledge Foundation | - Students will listen to the read aloud.  
  - Students will answer comprehension questions with their think-pair-share partner as well as with the class.  
  - Students will close read decodable passage about Colonial Cloth Makers. They will answer questions by referring back to the text and underlining the evidence in the question’s corresponding color and fill in the missing word. |
<p>| Activities/Strategies: | - Read Aloud       | |
| - Read Aloud       | - Close Read Activity | |</p>
<table>
<thead>
<tr>
<th>Day(s)</th>
<th>Activities/Strategies:</th>
<th>Read Aloud</th>
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<tbody>
<tr>
<td>10</td>
<td>-Read Aloud</td>
<td><em>Dressmakers, Tailors, Hatters, and Cobblers</em> © 2013 Core Knowledge Foundation</td>
<td>-Students will listen to the read aloud. -Students will answer comprehension questions with their think-pair-share partner as well as with the class.</td>
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<tr>
<td></td>
<td>-Teach Song</td>
<td></td>
<td>-On Stage Activity from Engage New York © 2013 Core Knowledge Foundation</td>
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<td>- Review the six different trades people needed to make clothes.</td>
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<td>- Teach students the following song to the tune of “The Farmer in the Dell,” using hand signals in the parentheses.</td>
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<td></td>
<td>- <em>The spinner twists the thread,</em> (Twist fingers, rubbing thumb against first two fingers.)</td>
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<td><em>The spinner twists the thread,</em> Hi ho, who makes the clothes?</td>
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<td><em>The spinner twists the thread.</em> Repeat with the following verses about the weaver, the dressmaker, the tailor, the hatter, and the cobbler.</td>
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<td></td>
<td><em>The weaver weaves the cloth…</em> (Move left hand left to right and then right hand from right to left, as if throwing a shuttle across a loom.)</td>
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<td><em>The dressmaker fits a dress…</em>(Start with fingers of both hands together and pull apart to indicate imaginary measuring tape.)</td>
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<td><em>The tailor sews the breeches…</em>(Make sewing motion; laying one hand flat and holding imaginary needle in other, “poke” the palm with the needle.)</td>
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<td><em>The hatter glues the brims…</em> (Grab the front of an imaginary brim of a hat with both hands.)</td>
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<td><em>The cobbler nails the shoes…</em>(Hold imaginary nail in one hand and imaginary hammer in the other, tapping the “nail.”)</td>
</tr>
<tr>
<td>11</td>
<td>-Read Aloud</td>
<td><em>The House Builders: Bricklayers, Masons,</em></td>
<td>-Students will listen to the read aloud. -Students will answer comprehension questions with their think-pair-share partner as well as with the class.</td>
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<td>-Examine realia</td>
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<tr>
<td>Day(s)</td>
<td>Activities/Strategies</td>
<td>Texts and Resources</td>
<td>Instructional Notes (including Sequencing &amp; Scaffolding, Formative Assessments, and days that target vocabulary)</td>
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<tr>
<td>12</td>
<td>Read Aloud <em>The Blacksmiths</em> © 2013 Core Knowledge Foundation</td>
<td>-Read Aloud <em>The Blacksmiths</em> © 2013 Core Knowledge Foundation -Students will listen to the read aloud. -Students will answer comprehension questions with their think-pair-share partner as well as with the class. -Formative Assessment DA-2 © 2013 Core Knowledge Foundation: Handout [DA-2 worksheet](see attachments) and ask students to draw a line matching a tradesperson from long ago to a worker from today who does a similar job. Tell students when you come to their tables you would like them to tell you about the job each tradesperson did long ago, and how the job is more easily done today.</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>-A Trip to Town © 2013 Core Knowledge Foundation -If You Lived in Colonial Times, by Ann McGovern or If You Lived in Williamsburg in Colonial Days, by Barbara Brenner</td>
<td>-Review <em>A Trip to Town</em> © 2013 Core Knowledge Foundation -Read chapters from <em>If You Lived in Colonial Times</em>, by Ann McGovern or <em>If You Lived in Williamsburg in Colonial Days</em>, by Barbara Brenner that focus on the towns and buildings that were common to colonial towns. -Working in small groups, students will review the buildings commonly found in colonial towns. They will review what the building would be used for and what it may look like. They should also review who may go to the building and why. -They will be given chart paper. Tell them the “shopkeeper” has asked them to make a sign for the building to hang over the door. The sign must let people know what kind of a building it is and what kind of work is done in the building. The building will be a general store (tailor), a cobble shop (cobbler), a blacksmith, and a masonry (mason).</td>
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<tr>
<td>14</td>
<td>-Review the</td>
<td>-From yesterday’s group each group will match up</td>
<td></td>
</tr>
</tbody>
</table>
| Activities/Strategies: | trades discussed on Days 6-10  
-Read *Work in Colonial America* by Mark Thomas | with another group with a sign for a different building. Students will explain their business sign to the new group. The two groups will “trade” signs and each group will discuss what trade a person would need to work in the building. They will give details about the work the tradesperson does, the tools they may need, and why someone would come to their shop to have work done. Students will present this information to the class. |
| Day(s) 15 this could be done here or on day 8 after *The Bread Maker* read aloud: | Johnny Cakes recipe and ingredients  
-Butter recipe and ingredients  
-frying pan  
-10 clean jars  
-journal | Students will travel back in time and watch a video showing a kitchen from colonial Williamsburg. [https://www.youtube.com/watch?v=jOWpzR0b6Ko](https://www.youtube.com/watch?v=jOWpzR0b6Ko)  
-Students will work in small groups to make **Johnny cakes and butter** in the classroom following the attached recipe and directions.  
-Students will watch a video showing how butter was made long ago. [https://www.youtube.com/watch?v=mKrVC4tJVE](https://www.youtube.com/watch?v=mKrVC4tJVE)  
-Students will make their own bit of butter following the attached recipe and directions.  
-Students will eat a Johnny Cake with their own butter on it.  
- During journal time, students will be asked to write about the steps needed to make butter |
| Day(s) 16 | Vocabulary Assessment  
-Interview Worksheet  
-Interview Notecatcher  
-paper  
-crayons | The summative assessment will be in the form of an interview. Before the interview process each kindergartener will first complete an *Interview Worksheet* (attached). This worksheet will prepare them for the interview. Kindergarteners will be asked to draw modern day and colonial chores as well as ideas about what the different kids would do with their free time.  
Each interview group will consist of two 2nd grade interviewers and 2 kindergarteners (one modern and one colonial child). Kindergarteners will be designated either a colonial kid or a modern kid. The 2nd grade buddies will act as the interviewer. The 2nd graders will be given an *Interview Notecatcher* that will include the interview questions. The 2nd graders will ask the question and allow each kindergartener to answer. They will listen carefully and write down the kindergartener’s response (see Interview Notecatcher). During this time, the teacher will circulate around the room and take anecdotal notes |
of students’ understanding. Grades will be given as a 4, 3, 2, or 1. Grades will be assessed from the Interview Worksheet, the 2nd grade notecatcher, and the teacher’s anecdotal notes.

- Students will be pulled throughout the day to be individually, orally assessed on Tier II vocabulary words.
- Students will be asked to draw a picture of each Tier III word in the correct box.

### Close Reading Activity (Module 7)
When will the close reading activity occur in the unit? Days 2, 3, 7

<table>
<thead>
<tr>
<th>Text Excerpt:</th>
<th>Text-Dependent Questions:</th>
</tr>
</thead>
</table>
| Squanto came to live with the Pilgrims. He, too, spoke English. He helped the Pilgrims make friends with the native peoples, who belonged to the Wampanoag tribes. Squanto showed the settlers how to catch eels with their bare hands. He led them to the best thickets for hunting deer. Most important, he taught the Pilgrims how to plant corn, burying two or three herrings along with the corn, then covering kernels and fish with a little hill of earth. The fish would feed the corn, helping it grow tall. | 1. Who did Squanto come to live with?  
2. Who did Squanto help the Pilgrims make friends with?  
3. Demonstrate how Squanto showed the settlers how to catch eels.  
4. Describe the thicket? How would the thicket make it harder to hunt deer? How would it make it easier?  
5. What was the most important thing Squanto taught the settlers to plant? Why do you think this was so important?  
6. Examine why the author said “a little hill of earth” instead of just saying “some dirt”?  
7. Remember back to our farm unit, why would it help to bury herrings with the corn?  |

See attached sentence frames.

<table>
<thead>
<tr>
<th>Text Excerpt:</th>
<th>Text-Dependent Questions:</th>
</tr>
</thead>
</table>
| Kids had a lot of jobs in the country. They had to milk the cow. Girls had to mix the milk to make butter. Boys fed the animals. They did not have time to play. | Girls had to mix the milk to make ___________.  
Boys fed the ___________.  
They did not have a lot of time to _________.  |
Cotton and flax can be made into cloth. Wool from a sheep can be made into cloth. It was a lot of work for cloth to be made.

Cotton and ________ can be made into cloth. _______ from a sheep can be made into cloth. It was a lot of _____ for cloth to be made.

<table>
<thead>
<tr>
<th>Scaffolds and Extensions (Module 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UDL Components:</strong>&lt;br&gt;There are a number of different formative assessments for students to complete including Venn Diagrams, creating class lists, sequencing and matching worksheets, comprehension questions, songs, and group work.&lt;br&gt;-Throughout the lesson there are read alouds, videos, songs, drawing activities and hands-on activities (making Johnny Cakes and butter) to help ensure every student is engaged in the unit.</td>
</tr>
</tbody>
</table>

**Other (important elements not captured in this template, explanation, reflection supplementary materials):**