



## TEACH COMMON CORE STANDARDS WITH THE EEI CURRICULUM

Created with your needs in mind, this document shows the correlation between the EEI Curriculum and the California Common Core State Standards. By teaching the EEI unit lessons in your classroom, you will be simultaneously addressing the Common Core standards depicted in this guide.

### 2.4.2. and 2.4.3.—The Dollars and Sense of Food Production



Students learn to apply what they know about natural resource systems and food production to solve a mystery about missing strawberries. They also learn how the success of food production is based upon the availability of natural resources. Students learn how the quality, quantity, and reliability of the natural resources affect food production and the consumer.

By the end of the unit, students will understand the economic system of food production and how supply and demand affects the economic system.

		RI.2.1	RI.2.4	RI.2.10	RF.2.4	W.2.1	W.2.4	W.2.8	W.2.10	SL.2.1	SL.2.2	SL.2.4	SL.2.5	L.2.1	L.2.4
<b>LESSONS</b>	California Connections	✓	✓	✓	✓			✓		✓	✓				
	1	✓	✓	✓	✓			✓		✓	✓				✓
	2		✓		✓		✓	✓	✓	✓			✓	✓	✓
	3		✓				✓	✓	✓	✓					✓
	4		✓	✓				✓		✓		✓			✓
	5		✓	✓	✓	✓		✓		✓					✓
	Traditional Assessment	✓		✓				✓							
Alternative Assessment						✓	✓	✓		✓					
		<b>COMMON CORE STANDARDS</b>													

**Note:** For your reference, the list of California Common Core State Standards abbreviations is on the following page.

## Using the EEI-Common Core Correlation Matrix

The matrix on the front page identifies a number of Common Core standards that are supported by this EEI unit. However, the check marks in the matrix do not necessarily signify that the Common Core standards checked will be taught to mastery by using this EEI unit alone. Teachers are encouraged to select which Common Core standards they wish to emphasize, rather than teaching to every indicated standard. By spending more time on selected standards, students will move toward greater Common Core proficiency in comprehension, critical thinking and making reasoned arguments from evidence. Teaching this EEI unit will provide opportunities for teachers to implement the shift in instructional practice necessary for full Common Core implementation.

## California Common Core State Standards Abbreviations

- **CCSS:** California Common Core State Standards
- **L:** Language Standards
- **RF:** Reading Foundational Skills Standards
- **RI:** Reading Standards for Informational Text
- **SL:** Speaking and Listening Standards
- **W:** Writing Standards

**Note:** Since each Common Core standard includes a breadth of skills, in this correlation, the portion of the standard description that is featured in the Common Core Standards and Applications is cited, using “...” to indicate omitted phrases. For a list of the complete standard descriptions, please see the Common Core Reference Pages located on page 17 of this document.

## A Note about Common Core Speaking and Listening Standards

Many of the EEI units provide various learning structures, materials, and groupings that lead toward students working in pairs or small groups to discuss concepts and ideas. This supports the skill in Speaking and Listening Standard 1 “Participate effectively in a range of collaborative discussions (one-on-one, groups...) with diverse partners.” With prior instruction in collaborative discussion techniques, students can be placed in pairs or small groups to discuss the lesson topics. To aid in teacher planning, the lessons are listed below along with their learning structures for whole class, pairs/partners, and/or small groups:

- **Lesson 1:** Whole group
- **Lesson 2:** Whole group
- **Lesson 3:** Whole group
- **Lesson 4:** Whole group, small groups
- **Lesson 5:** Whole group, small groups

## National Geographic Resources

- **Habitats** wall map (Lesson 2)
- **People and the Environment** wall map (Lesson 3)

## Unit Assessment Options

Assessments	Common Core Standards and Applications
<b>Traditional Assessment</b>	
<p><b>Natural Resources and Food Production (Traditional Unit Assessment Master)</b> is comprised of multiple-choice questions that assess students' achievement of the unit's learning objectives.</p>	<p><b>RI.2.1:</b> Ask and answer such questions as <i>who, what, where, when, why</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p><b>RI.2.10:</b> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts,...with scaffolding as needed at the high end of the range.</p> <p><b>W.2.8:</b> Recall information from experiences or gather information from provided sources to answer a question.</p>
<b>Alternative Assessment</b>	
<p><b>Mystery of the Missing _____ (Alternative Unit Assessment Master)</b> has students complete their own story, using pictures and words, describing an interruption in the food production and consumption process.</p>	<p><b>SL.2.2:</b> Recount or describe key ideas or details from information presented orally or through other media.</p> <p><b>W.2.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to the task and purpose...</b></p> <p><b>W.2.8:</b> Recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>W.2.10: Write routinely over...shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. CA</b></p>

## Lesson 1: The Mystery of the Missing Strawberries

Students listen to and discuss a story about a California family's unsuccessful search for strawberries. Students brainstorm possible reasons why stores had no strawberries. They group the possibilities into categories relating to producers, consumers, and distributors.



Use this correlation in place of the **Procedures** on pages 38–39 of the Teacher's Edition.

Procedures	Common Core Standards and Applications
<b>Vocabulary Development</b>	
<p>Use the <b>Dictionary Workbook</b> and the vocabulary <b>Word Wall Cards</b> to introduce new words to students as appropriate. Ask students to write their name in the space provided in the <b>Dictionary Workbook</b>. These documents are provided separately.</p> <p><b>Tip:</b> If <b>Dictionary workbooks</b> need to be reused, students should not write in them.</p>	<p><b>L.2.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>e) Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words ...and phrases <b>in all content areas. CA</b></p> <p><b>RI.2.4:</b> Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>...</p> <p><b>Suggestion:</b> Prepare a word wall or bulletin board on which to post vocabulary word cards. Create and post a <b>People and Strawberries Chart</b> as listed on page 36 of the Teacher's Edition. Word wall cards may be used at the beginning, as the words come up in a lesson, or as a review at the end.</p> <p><b>Suggestion:</b> Purchase strawberries so that students can see, smell and taste them.</p>
<b>Step 1</b>	
<p>Ask students to brainstorm some of their favorite ways to eat strawberries. (<i>Accept any answer.</i>) Invite them to share what they know about fresh strawberries. (<i>Optional: Bring fresh strawberries to class and let students see, smell and/or taste them.</i>) Encourage them to think about how strawberries look, smell, taste, and feel, how long the strawberries last before they start getting rotten, and how they are usually packed. Tell the students that there are, on average, 200 seeds on the outside of each strawberry.</p> <p>Distribute a copy of the <b>California Connections: The Mystery of the Missing Strawberries</b> reader to each student. Read aloud the story to students as they read along silently.</p>	<p><b>RI.2.10:</b> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>SL.2.1:</b> Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p><b>Suggestion:</b> Make a class graph illustrating the number of students who liked/disliked the taste of strawberries.</p>

Procedures	Common Core Standards and Applications
<b>Step 2</b>	
<p>Lead a class discussion about the story by asking the following questions:</p> <ul style="list-style-type: none"> <li>■ What did you think the story would be about when you saw the title page? (<i>Some strawberries were missing. Nobody knew why.</i>)</li> <li>■ Where did Tina and her dad go to look for strawberries? (<i>They went to three different stores. They went to a fruit market, a grocery store, and a giant store.</i>)</li> <li>■ Did they find any strawberries in the stores? (<i>No</i>)</li> <li>■ Why didn't the stores have any strawberries? (<i>No one knows for sure. That is the mystery.</i>)</li> <li>■ Where do stores get their fruits and vegetables? (<i>Stores get them from farms or orchards.</i>)</li> </ul>	<p><b>SL.2.1:</b> Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p><b>SL.2.2:</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>
<b>Step 3</b>	
<p>Draw attention to the <b>People and Strawberries Chart</b>. Tell students that you need them to use their new vocabulary words to help you fill in the chart. Ask for volunteers to provide answers.</p>	<p><b>RI.2.4:</b> Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>...</p> <p><b>SL.2.1:</b> Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p>
<b>Step 4</b>	
<p>Have students discuss why there were no strawberries in the stores in the story. Ask the following questions and record their answers and other related ideas on the board:</p> <ul style="list-style-type: none"> <li>■ Were there any clues in the story about farmers having trouble producing strawberries? (<i>Yes. The story talked about rain that made the fields muddy. It also talked about cold weather.</i>)</li> <li>■ Were there any clues in the story about strawberries not getting to the store? (<i>Yes. A worker said that no strawberries were delivered.</i>)</li> <li>■ Were there any clues in the story about store owners not being able to buy berries? (<i>Yes. The story said they might cost too much.</i>)</li> </ul>	<p><b>RI.2.1:</b> Ask and answer such questions as <i>who, what, where, when, why</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p><b>SL.2.1:</b> Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p><b>SL.2.2:</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><b>W.2.8:</b> Recall information from experiences or gather information from provided sources to answer a question.</p>

Procedures	Common Core Standards and Applications
<b>Step 5</b>	
<p>Distribute a <b>Student Workbook</b> to each student. Tell students to turn to <b>Clue #1 Solving the Mystery of the Missing Strawberries</b> (Student Workbook, page 2). Read the questions and tell students to use information from the story to answer the questions.</p> <p>Gather the <b>California Connections: The Mystery of the Missing Strawberries</b> readers.</p> <p>Collect <b>Student Workbooks</b> and use <b>Clue #1 Solving the Mystery of the Missing Strawberries</b> for assessment.</p> <p><b>Tip:</b> If <b>Student Workbooks</b> need to be reused from year to year, students should not write in them. Some strategies teachers use to preserve the workbooks are:</p> <ul style="list-style-type: none"> <li>■ Have students use binder paper or other lined or unlined paper.</li> <li>■ Have students use a sheet protector over the page and write with a whiteboard marker.</li> <li>■ Do together as a class on a projector or chart paper.</li> <li>■ Project the digital fill-in version and do together as a class.</li> <li>■ Students use digital devices to fill in the digital version found on the website.</li> <li>■ Make student copies when necessary.</li> </ul>	<p><b>RF.2.4:</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>RI.2.1:</b> Ask and answer such questions as <i>who, what, where, when, why</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p><b>W.2.8:</b> Recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>Suggestion:</b> Provide students with sentence stems to answer the questions verbally. Have students share responses with a partner first, to practice using sentence stems, before discussing with the whole class. After the discussion, have students complete the writing assignment independently.</p>

## Lesson 2: What Strawberries Need

Students look at pictures to identify characteristics of a strawberry plant and develop a list of the resources strawberries need to grow. They use a map to identify places where strawberries would grow naturally in California.



## National Geographic Resources

- **Habitats** wall map

Use this correlation in place of the **Procedures** on pages 46–47 of the Teacher’s Edition.

Procedures	Common Core Standards and Applications
<b>Vocabulary Development</b>	
<p>Use the <b>Dictionary Workbook</b> and the vocabulary <b>Word Wall Cards</b> to introduce new words to students as appropriate.</p> <p><b>Tip:</b> Prepare <b>Visual Aid #2 Climate Zones of California</b>.</p>	<p><b>L.2.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>e) Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases...</p> <p><b>RI.2.4:</b> Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p> <p><b>Suggestion:</b> Add new vocabulary to the word wall. Post the <b>Habitats</b> wall map in a location visible to all students. Have students review the word wall cards from the previous session and discuss where they encountered the vocabulary in the text before introducing the new vocabulary.</p> <p><b>Suggestion:</b> Purchase a live strawberry plant for students to view.</p>
<b>Step 1</b>	
<p>Tell students that more strawberries are grown in California than in any other state.</p> <p>Ask students why they think California produces so many strawberries. (<i>Some places in California get lots of sunshine. Some places are warm enough. Our state has a lot of space. People like to grow strawberries and eat them.</i>)</p> <p>Read over the Key Vocabulary with students. Tell students that these three things—weather, nutrients, and topsoil—make a big difference in how strawberries grow.</p>	<p><b>RF.2.4:</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>RI.2.4:</b> Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>...</p> <p><b>SL.2.1:</b> Participate in collaborative conversations...about <i>grade 2 topics</i>...in small and larger groups.</p>

Procedures	Common Core Standards and Applications
<b>Step 2</b>	
<p>Ask students to share what they think plants need to grow. (<i>The plants need sunshine, water, and soil.</i>) Ask students if all plants need the same amount of water. (No. Some plants need more, and others need less.) Ask students if all plants need the same amount of sunshine. (No. Some plants need more, and others need less.)</p> <p>Explain to students that the kind of weather that California is good for growing strawberries. Tell students that many places in our state have seasons that are not too hot and not too cold; the best areas for strawberries have sunshine and not too much rain.</p>	<p><b>SL.2.1:</b> Participate in collaborative conversations...about <i>grade 2 topics</i>...in small and larger groups.</p> <p><b>W.2.8:</b> Recall information from experiences or gather information from provided sources to answer a question.</p>
<b>Step 3</b>	
<p>Ask students what soil is made of. (<i>It is made of rocks and pieces of plants.</i>) Ask if all plants like to grow in the same kind of soil. (No)</p> <p>(<i>Note: If you have brought in a live strawberry plant, carry out the following. If not, skip to the end of Step 3, to explain in what type of soil strawberry plants grow best.</i>)</p> <p>Hold up the live strawberry plant and have students pass around the plant in the pot, feeling the soil. Invite students to describe the soil in the pot. Record some of their descriptive words on the board. (<i>The soil is sticky, sandy, hard, or wet.</i>)</p> <p>Explain that strawberry plants like to grow in sandy soil because it has the right amount of nutrients, and sandy soil allows water to drain quickly and get to the roots. Tell students that if the soil did not let the water through to the roots, or if the soil held all the water and did not let it flow way from the strawberry plant, the plant would not grow.</p>	<p><b>SL.2.1:</b> Participate in collaborative conversations...about <i>grade 2 topics</i>...in small and larger groups.</p> <p><b>W.2.4:</b> With guidance and support from adults, produce writing in which the development and organization are appropriate to the task and purpose...</p> <p><b>W.2.10:</b> Write routinely over...shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. CA</p> <p><b>Suggestion:</b> <i>To strengthen writing skills, have students write a description of the strawberry plant (using some of the words recorded) and sketch an illustration of the plant.</i></p>
<b>Step 4</b>	
<p>Project <b>Strawberry Plant</b> (Visual Aid #1). Point out the roots, the crown, the stems, the leaves, and the flower on the diagram.</p> <p>(<i>Note: If you have a live strawberry plant, have students examine the plant carefully and match the parts on the diagram to the parts they see on the live plant. The roots can be examined if you carefully remove the plant from the pot, shake the soil off gently, and re-pot the plant immediately following the lesson.</i>)</p> <p>Ask students what part of the plant takes up nutrients from the sandy soil. (<i>The roots</i>) Ask students what part of the plant takes in the sunlight the plant needs. (<i>The leaves take in sunlight.</i>) Ask students what part of the plant takes in the water the plant needs. (<i>The roots take in water.</i>) Ask students where the strawberry will grow on the plant. (<i>The strawberry will grow where the flower is.</i>)</p> <p>Distribute drawing paper and crayons or colored pencils to students. Have them draw a strawberry plant, using the image on <b>Strawberry Plant</b> and/or the live plant as a model. Tell students to label the parts of the strawberry plant.</p>	<p><b>L.2.1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>g) Create readable documents with legible print. CA</b></p> <p><b>SL.2.1:</b> Participate in collaborative conversations...about <i>grade 2 topics</i>...in small and larger groups.</p> <p><b>SL.2.5:</b> Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p><b>W.2.8:</b> Recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>Suggestion:</b> <i>To strengthen writing skills, have students write a description of their pictures, using new vocabulary where appropriate.</i></p>

Procedures	Common Core Standards and Applications
<b>Step 5</b>	
<p>Call students' attention to the <b>Habitats</b> wall map. Tell students that parts of California have the soil type that strawberry plants like. Point to the Coast Ranges, Transverse Ranges, and Peninsular Ranges on the wall map and tell students that these areas have such soils.</p> <p>Display <b>Climate Zones of California</b> (Visual Aid #2) and remind students that strawberry plants like cool and warm temperatures, sunshine, and not too much rain. Ask students which colors on the key show places where the weather is right for strawberry plants. <i>(The colors yellow and the lightest green do.)</i> Point back to the <b>Habitats</b> wall map to show students that these are the same areas that have the soil that strawberry plants like. <i>(The Coastal Ranges have the right things.)</i> Explain that these are the areas that strawberry plants would naturally grow because they have all the things the plants would need to be healthy. Ask students, "If you were a farmer, where would you want to have a strawberry farm?" <i>(Farmers should plant where the weather and soil are right for growing strawberries. In or near the mountain ranges.)</i></p>	<p><b>SL.2.1:</b> Participate in collaborative conversations...about <i>grade 2 topics</i>...in small and larger groups.</p> <p><b>W.2.8:</b> Recall information from experiences or gather information from provided sources to answer a question.</p>
<b>Step 6</b>	
<p>Redistribute students' individual <b>Student Workbooks</b>. Tell them to turn to <b>Clue #2 Solving the Mystery of the Missing Strawberries</b> (Student Workbook, page 3). Tell students to use what they have learned about what strawberries need to grow to choose the best answer for each question.</p> <p>Then read the last question aloud and ask students what they notice about this question. (It is the same question as the one from the end of <b>Clue #1 Solving the Mystery of the Missing Strawberries</b>). Tell students to answer the question again, and point out that their answer may be different now because of what they have learned about strawberry plants.</p> <p>Collect strawberry drawings and <b>Student Workbooks</b>. Use <b>Clue #2 Solving the Mystery of the Missing Strawberries</b> for assessment.</p>	<p><b>SL.2.1:</b> Participate in collaborative conversations...about <i>grade 2 topics</i>...in small and larger groups.</p> <p><b>W.2.8:</b> Recall information from experiences or gather information from provided sources to answer a question.</p>

## Lesson 3: Farming Strawberries

Students gather information on strawberry farming from photographs, analyze strawberry production activities, and identify connections between strawberry farming and natural resources.



## National Geographic Resources

- **People and the Environment** wall map

Use this correlation in place of the **Procedures** on page 56 of the Teacher’s Edition.

Procedures	Common Core Standards and Applications
<b>Vocabulary Development</b>	
<p>Use the <b>Dictionary Workbook</b> and the vocabulary <b>Word Wall Cards</b> to introduce new words to students as appropriate.</p> <p><b>Tip:</b> Prepare <i>Visual Aid #3 and 4</i> as listed on page 55 of the teacher manual.</p>	<p><b>L.2.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>e) Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases...</p> <p><b>RI.2.4:</b> Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>...</p>
<b>Step 1</b>	
<p>Project <b>Strawberry Fields</b> (Visual Aid #3). Ask students to describe what they see in the picture and record students’ responses on the board. (<i>You can see strawberry plants, red strawberries, green strawberries, white flowers on strawberry plants, and sprinklers watering the plants.</i>)</p> <p>Ask students to think about what it would be like to be a strawberry farmer. Invite students to share ideas about what they would need to start. (<i>Farmers need land in a place with the right weather and good soil. They need strawberry plants and water.</i>) Encourage students to think about other resources needed to grow the strawberry plants and harvest the strawberries when they are ready. (<i>Farmers need people to help plant the plants, water the plants, and pick the strawberries when they are ready.</i>)</p>	<p><b>SL.2.1:</b> Participate in collaborative conversations...about <i>grade 2 topics</i>...in small and larger groups.</p> <p><b>W.2.8:</b> Recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>Suggestion:</b> Visit a strawberry farm or invite a farmer to your classroom for students to interview about harvesting processes.</p>

Procedures	Common Core Standards and Applications
<b>Step 2</b>	
<p>Tell students that the sprinklers they see in Strawberry Fields are irrigating the soil so that the strawberry plants get the right amount of water. Explain that the farmers have to buy water to irrigate their crops if there is not enough rain.</p> <p>Explain that some crops—like corn and wheat—can be picked by machines, but that other crops, such as strawberries, have to be picked by hand, because they can be crushed easily. Tell students that this means the farmer will have to pay for labor when it is time to harvest the strawberries from the plants. Add that the farmer may also pay for labor when it is time to plant the strawberry plants, too.</p>	<p><b>SL.2.1:</b> Participate in collaborative conversations...about <i>grade 2 topics</i>...in small and larger groups.</p>
<b>Step 3</b>	
<p>Project <b>Strawberry Production Collage</b> (Visual Aid #4). Cover up the pictures with two pieces of paper. Show one picture at a time by uncovering them as you go.</p> <p>Have students describe what they see in the pictures, including what the strawberry plants look like in each, what people are doing, and what tools are being used. Encourage students to use the words on the <b>Word Wall</b> to describe what they see.</p>	<p><b>RI.2.4:</b> Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>...</p> <p><b>SL.2.1:</b> Participate in collaborative conversations...about <i>grade 2 topics</i>...in small and larger groups.</p> <p><b>W.2.8:</b> Recall information from experiences or gather information from provided sources to answer a question.</p>
<b>Step 4</b>	
<p>Use the <b>People and the Environment</b> wall map to point out the top three strawberry-producing areas in California: (1) Watsonville/Salinas area (near Monterey); (2) Santa Maria (between Santa Barbara and San Luis Obispo); and, (3) Oxnard (between Santa Barbara and Los Angeles). Point out the light green color that indicates “Farms and Ranches” in these areas. Explain that not all farms in these areas grow strawberries, but that many do. Ask students why they think this is. (<i>The farms there are in the ranges where the soil and weather are right for growing strawberries. They are also close to the areas where people live. This means that they can find people to work on the farms.</i>)</p>	<p><b>SL.2.1:</b> Participate in collaborative conversations...about <i>grade 2 topics</i>...in small and larger groups.</p> <p><b>Suggestion:</b> Refer to the map and have students explain how the information from the map, the visual aids, and the reader text work together to help them understand the main ideas and details.</p>
<b>Step 5</b>	
<p>Redistribute students’ individual <b>Student Workbooks</b>. Tell them to turn to <b>Clue #3 Solving the Mystery of the Missing Strawberries</b> (Student Workbook, page 4). Read the instructions aloud and give students time to answer the questions.</p> <p>Collect <b>Student Workbooks</b> and use <b>Clue #3 Solving the Mystery of the Missing Strawberries</b> for assessment.</p>	<p><b>W.2.4:</b> With guidance and support from adults, produce writing in which the development and organization are appropriate to the task and purpose...</p> <p><b>W.2.8:</b> Recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>W.2.10:</b> Write routinely over...shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. <b>CA</b></p>

## Lesson 4: From Farm to Market

Students study a collage of photographs depicting various aspects of the strawberry distribution process. They review vocabulary relating to the roles of workers in the process, and participate in a play (readers' theater) about how strawberries are produced and distributed.



Use this correlation in place of the **Procedures** on pages 66–67 of the Teacher's Edition.

Procedures	Common Core Standards and Applications
<b>Vocabulary Development</b>	
<p>Use the <b>Dictionary Workbook</b> and the vocabulary <b>Word Wall Cards</b> to introduce new words to students as appropriate.</p> <p><b>Tip:</b> Gather and prepare information cards and <b>Getting Strawberries to Market</b> (Visual Aid #5) as listed on pages 64–65 of the teacher manual</p>	<p><b>L.2.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>e) Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases...</p> <p><b>RI.2.4:</b> Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>...</p> <p><b>Suggestion:</b> Create areas of the classroom and label them: <i>Farm 1, Farm 2, and Grocery Store</i> for the class play as described on page 66 of the Teacher's Edition.</p>
<b>Step 1</b>	
<p>Ask students, "How do strawberries grown on a farm get to the stores?" (<i>The strawberries get to the stores on trucks or trains.</i>) Explain to students that getting food from farms to grocery stores is an important job that involves extra labor, meaning the people who drive the trucks and who load and unload the food.</p> <p>Project <b>Getting Strawberries to Market</b> (Visual Aid #5). Ask:</p> <ul style="list-style-type: none"> <li>■ What does the first photo show? (<i>It shows boxes of strawberries being loaded onto a truck.</i>)</li> <li>■ What does the second photo show? (<i>There is a truck with strawberries in boxes. The truck is driving to a highway.</i>)</li> <li>■ What does the third photo show? (<i>It shows boxes of strawberries being unloaded at a grocery store.</i>)</li> <li>■ What does the fourth photo show? (<i>There is a person at the grocery store, putting the strawberries out for people to buy.</i>)</li> </ul> <p>Explain to the class that strawberries have to get from the farm to a store in one or two days so that the strawberries will be fresh to sell.</p>	<p><b>SL.2.1:</b> Participate in collaborative conversations...about <i>grade 2 topics</i>...in small and larger groups.</p> <p><b>W.2.8:</b> Recall information from experiences or gather information from provided sources to answer a question.</p>

Procedures	Common Core Standards and Applications
<b>Step 2</b>	
<p>Call attention to the words on the <b>Word Wall</b> for the lesson and read the word and definition aloud. Ask students, “Who is a distributor in the pictures?” (<i>The truck driver</i>) Tell students that a store owner is also a “distributor” since they sell goods to many different people.</p> <p>Tell students that they are going to put on a play. In the play, some students will pretend to be distributors, while other students will pretend to be producers and consumers.</p> <p>Point to the stage areas set up in the classroom and explain to students that the play takes place in three different places: a strawberry farm in Carlsbad, a strawberry farm in Watsonville, and a grocery store.</p> <p>Call on 16 students, one at a time, to assume the different roles. Have students attach one of the <b>Role Assignments</b> (Information Cards #1–16) to their shirts, and have them sit in the stage area where their character belongs:</p> <p>Explain to the “truck driver” and the class that he or she will have to move from the farm to the grocery store at one point during the play.</p> <p><i>(Note: If there are more than 16 students in the class, have the additional students stand with “Farm Owner 1” in the area for the Carlsbad farm. They can follow the script from there. If there are fewer than 16 students in the class, have one or more students read for more than one of the “Harvesters” or for more than one of the “Customers.”)</i></p>	<p><b>RI.2.4:</b> Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>...</p> <p><b>RI.2.10:</b> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>SL.2.1:</b> Participate in collaborative conversations...about <i>grade 2 topics</i>...in small and larger groups.</p> <p><b>SL.2.4:</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>
<b>Step 3</b>	
<p>Redistribute a <b>Student Workbook</b> to each student. Tell students wearing the <b>Role Assignments</b> information cards to turn to <b>On the Farm and at the Market</b> (Student Workbook, pages 5–8). Have assigned students perform the play by reading their parts aloud at the appropriate times.</p>	<p><b>SL.2.1:</b> Participate in collaborative conversations...about <i>grade 2 topics</i>...in small and larger groups.</p> <p><b>SL.2.4:</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>
<b>Step 4</b>	
<p>After reading the play, have students sit in the chairs in the stage areas and discuss what happened. Ask:</p> <ul style="list-style-type: none"> <li>■ How did the strawberries get from the farms to the store in the play? (<i>The distributors brought them. The truck drivers delivered the strawberries to the stores.</i>)</li> <li>■ Who are the consumers in the play? (<i>The grocery store owners and the customers both buy the strawberries.</i>)</li> <li>■ What clues did you get from the play about why consumers were having a hard time getting strawberries? (<i>Cold weather froze the blossoms; farmers weren’t planting as many strawberries; there wasn’t enough water in some places.</i>)</li> </ul>	<p><b>SL.2.1:</b> Participate in collaborative conversations...about <i>grade 2 topics</i>...in small and larger groups.</p> <p><b>Suggestion:</b> <i>To strengthen speaking and language skills have students perform the play for other student or their peers.</i></p>

Procedures	Common Core Standards and Applications
<b>Step 5</b>	
<p>Tell students to turn to <b>Clue #4 Solving the Mystery of the Missing Strawberries</b> (Student Workbook, page 9). Read the instructions and have students answer the questions.</p> <p>Collect <b>Student Workbooks</b> and use <b>Clue #4 Solving the Mystery of the Missing Strawberries</b> for assessment.</p>	<p><b>W.2.8:</b> Recall information from experiences or gather information from provided sources to answer a question.</p>

# Lesson 5: Solving the Mystery

Students revisit the mystery story from Lesson 1 and categorize possible reasons why strawberries were scarce. Students offer their solutions to the mystery and then listen to a news report that provides the reasons why Tina and her dad could not find strawberries at the store.



Use this correlation in place of the **Procedures** on pages 84–85 of the Teacher’s Edition.

Procedures	Common Core Standards and Applications
<b>Vocabulary Development</b>	
<p>Use the <b>Dictionary Workbook</b> and the vocabulary <b>Word Wall Cards</b> to introduce new words to students as appropriate.</p> <p><b>Tip:</b> Prepare and test the <i>Strawberry News Report CD</i> to make sure it is working correctly.</p> <p><b>Tip:</b> Create a <i>Who Did It? Chart</i> as listed on page 84 of the <i>Teacher’s Edition</i>.</p>	<p><b>L.2.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>e) Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases...</p> <p><b>RI.2.4:</b> Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>...</p>
<b>Step 1</b>	
<p>Ask students, “What mystery have we been investigating during this series of lessons?” (<i>We have been trying to find out why there were no strawberries in the store.</i>)</p> <p>Call attention to the vocabulary <b>Word Wall Card</b> for the word “scarce.” Read the word and the definition and then tell students that the story about the missing strawberries is a story about scarcity. Explain that Tina and her dad could not find fresh strawberries because they were scarce; today they are going to find out why the strawberries were scarce.</p>	<p><b>RI.2.4:</b> Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>...</p> <p><b>SL.2.1:</b> Participate in collaborative conversations...about <i>grade 2 topics</i>...in small and larger groups.</p>
<b>Step 2</b>	
<p>Redistribute the students’ individual <b>Student Workbooks</b>. Tell them to turn to <b>Clues #1–4 Solving the Mystery of the Missing Strawberries</b> (Student Workbook, pages 2–4 and 9). Tell them to use their previous work to list the evidence they have gathered so far to solve the mystery of why strawberries were scarce on the <b>Who Did It? Chart</b>.</p>	<p><b>RI.2.10:</b> ...read and comprehend informational texts...in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>W.2.8:</b> Recall information from experiences...to answer a question.</p>
<b>Step 3</b>	
<p>Tell students to turn to <b>Clue #5 Solving the Mystery of the Missing Strawberries</b> (Student Workbook, page 10). Read aloud the first question to students. Ask students to think about the evidence they have and to write what they think happened to make the strawberries scarce in the space below the question. Give students a few minutes to get their thoughts on paper.</p>	<p><b>W.2.1:</b> Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words...to connect opinion and reasons, and provide a concluding statement or section.</p> <p><b>Suggestion:</b> To strengthen speaking and language skills, have students read their opinion pieces aloud to the class.</p>

Procedures	Common Core Standards and Applications
<b>Step 4</b>	
<p>Tell the class that they will now hear a news report that gives the solution to the mystery. Explain to students that they should listen carefully to see if their answer matches the solution given.</p> <p>Play the <b>Strawberry News Report</b> for the class from the CD or read aloud the <b>Strawberry News Report Script</b> provided on pages 86. When done, discuss what happened to make strawberries scarce on that Saturday morning when Tina and her dad went to the store. Ask:</p> <ul style="list-style-type: none"> <li>■ According to the news, what was the reason Tina and her dad could not find strawberries at the stores? (<i>There was a frost. The strawberry crop was smaller. Some strawberries made it to the stores, but after they were bought, there were no more.</i>)</li> <li>■ Did the freeze only hurt the big strawberry farms? (<i>No. Even people growing strawberries in their gardens had their plants freeze.</i>)</li> <li>■ What do you think happened to the strawberry harvesters and distributors because of the freeze? (<i>They had less work.</i>)</li> </ul>	<p><b>RF.2.4:</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>SL.2.1:</b> Participate in collaborative conversations...about grade 2 topics...in small and larger groups.</p>
<b>Step 5</b>	
<ul style="list-style-type: none"> <li>■ Tell students to complete the remaining questions on <b>Clue #5 Solving the Mystery of the Missing Strawberries</b>.</li> <li>■ Collect <b>Student Workbooks</b> and use <b>Clue #5 Solving the Mystery of the Missing Strawberries</b> for assessment.</li> </ul>	<p><b>W.2.8:</b> Recall information from experiences...to answer a question.</p>

## Unit Assessment

Refer to the introduction pages at the front of this document for information regarding the Traditional and Alternative Assessments for this unit and their Common Core correlations.

### California Common Core State Standards Descriptions

#### Language Standards

- **L.2.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - g) **Create readable documents with legible print. CA**
- **L.2.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies.
  - e) Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases **in all content areas. CA**

#### Reading Foundational Skills Standards

- **RF.2.4:** Read with sufficient accuracy and fluency to support comprehension.

#### Reading Standards for Informational Text

- **RI.2.1:** Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.
- **RI.2.4:** Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*. **(See grade 2 Language standards 4–6 for additional expectations.) CA**
- **RI.2.10:** By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

#### Speaking and Listening Standards

- **SL.2.1:** Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
- **SL.2.2:** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **SL.2.4:** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- **SL.2.5:** Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

#### Writing Standards

- **W.2.1:** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section.
- **W.2.4:** **With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) CA**
- **W.2.8:** Recall information from experiences or gather information from provided sources to answer a question.
- **W.2.10:** **Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. CA**