

WEEK 2 Days 1 & 2

Vocabulary & Language
Weekly Words

Weekly Question	What do people need? What do people want?
Language Objectives	I can talk with my classmates about words. (SL.1.1) I can connect words to my own real-life experiences. (L.1.5.c)
Vocabulary	Day 1
	need: something that a person requires in order to be healthy, comfortable, and successful want: something that a person would like to have choice: making a decision about one thing when there are two or more possibilities
	Day 2
	save: to put money aside to use in the future spend: to use money to pay for something sell: to offer something in exchange for money
Materials and Preparation	<ul style="list-style-type: none"> ● Week 2 Weekly Words cards ● chart paper <p>Create the week’s Weekly Words chart by writing out the Weekly Words and their definitions. Add icons, sketches, or images as needed.</p>
Opening Day 1	<i>Today, we’ll start a new list of Weekly Words. These words come from the books that we read and the big ideas from our new study, Resources in Our Community. Today’s words are need, want, and choice.</i>

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Day 2	<i>Let's continue learning our words for this week. Today's words are save, spend, and sell.</i>
Discussion Day 1	<p>Follow the steps of the Weekly Words routine. Refer to the chart and explain each step as needed. Hold up the appropriate word card as each word is taught.</p> <hr/> <p>needs Elaboration: <i>In the previous unit we talked about animals' basic needs—air, water, food, space, light, and shelter. Human beings also have these same needs. We have other needs, too, that make us feel successful: strong communities, friends, and positive leaders.</i></p> <p>Think, Pair, Share prompt: <i>What are some of your needs in order to be a successful learner in school?</i></p> <hr/> <p>wants Elaboration: <i>Wants are things that are enjoyable or nice, but that we don't need them to survive. In fact, if we don't have all the things we want, we will be just fine. For example, we can live without gummy bears. We might really enjoy eating them, but they are not essential for us to thrive.</i></p> <p>Think, Pair, Share prompt: <i>What are some of your wants?</i></p> <hr/> <p>choice Elaboration: <i>I'm hungry, and I have a choice to make: shall I eat an apple or a doughnut? The doughnut is very tempting! I like to eat sweets, but I know they are not very nutritious. The apple is very nutritious, and it is also sweet. And I love crunchy, juice apples. So I'll make the choice to eat the apple today.</i></p> <p>Think, Pair, Share prompt: <i>One time in school when you make a choice is during Studios. Out of all the studios, how do you make a choice?</i></p>
Day 2	save Elaboration:

	<p><i>Sometimes we want or need to buy something, but we don't have enough money. Then we need to save money until we have enough. We can set aside a little bit of money at a time, even just pennies and other coins that we find, until we collect as much as we need. When we have saved enough money, we can pay for that thing we want or need!</i></p> <p>Think, Pair, Share prompt: <i>Have you or someone in your family saved money for something? What were you saving for? How long did it take to get enough?</i></p> <hr/> <p>spend Elaboration: <i>Our school spends a lot of money on the resources we need for teaching and learning: books, computers, paper, pencils, art supplies, gym equipment, and teachers' salaries—what we get paid for the service of teaching.</i></p> <p>Think, Pair, Share prompt: <i>If you had five dollars, what do you think you might spend it on?</i></p> <hr/> <p>sell Elaboration: <i>People and businesses sell many different kinds of goods, like clothes, cars, furniture, televisions, and places to live. To buy what people and businesses are selling, we give them the amount of money that the item costs.</i></p> <p>Think, Pair, Share prompt: <i>If you ran a market, what would you sell?</i></p>
Closing	<p><i>This week, we're talking about what people need and want. The words we're studying will help us to talk about the choices we make on how to use our money.</i></p>
Standards	<p>SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>L.1.5c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p>
Ongoing assessment	<p>How do children interact with new and familiar words?</p>

	<p>How do children respond when they discover an error in their understanding or use of a word? How flexible are they when confronted with new definitions?</p> <p>How do children talk with peers about new words—do they use gestures, substitute familiar words, dig for descriptions, tell stories?</p> <p>Make notes about children’s familiarity with various kinds of words and the connections they make to specific words. Use this information to plan for embedded opportunities for teaching and reinforcing words.</p> <p>Use of a strategy such as pulling equity (name) sticks supports the participation of all children. Even with this kind of strategy, some children will benefit from extra turns for verbal participation.</p> <p>Keeping a class vocabulary list will allow for keeping track of children’s vocabulary growth over time.</p>
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