

Unit 3: Resources in Our Communities

WEEK 3 Days 1 & 2

Vocabulary & Language
Weekly Words

Weekly Question	Where do our resources come from?				
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	<table border="1" style="width: 100%;"> <tr> <td style="text-align: center;">Day 1</td> </tr> <tr> <td> <p>natural resource: a material that exists in nature</p> <p>industry: all the people and processes involved in producing a good or service</p> <p>local: belonging to the nearby area</p> </td> </tr> <tr> <td style="text-align: center;">Day 2</td> </tr> <tr> <td> <p>global: relating to the whole world</p> <p>rural: having to do with the countryside</p> <p>interconnected: having the parts or people linked to each other</p> </td> </tr> </table>	Day 1	<p>natural resource: a material that exists in nature</p> <p>industry: all the people and processes involved in producing a good or service</p> <p>local: belonging to the nearby area</p>	Day 2	<p>global: relating to the whole world</p> <p>rural: having to do with the countryside</p> <p>interconnected: having the parts or people linked to each other</p>
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Materials and Preparation	<ul style="list-style-type: none"> ● Week 3 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	<p><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 natural resources, industry, and local.</i></p>				

Day 2	<i>Let's continue learning our words for this week. Today's words are global, rural, and interconnected.</i>
<p>Discussion Day 1</p>	<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>natural resource Elaboration: <i>In Unit 1 we learned that the word "resource" means something people need to do something. Some of the things we need and use come from the environment—these are natural resources. Some natural resources are the rocks, water, soil, sun, air, animals, and plants that exist in nature. Natural resources are not made by people.</i></p> <p>Think, Pair, Share prompt: <i>Plants are a natural resource. How do we use them?</i></p> <hr/> <p>industry Elaboration: <i>If people live next to the ocean, they have access to the ocean's natural resources, such as fish and other seafood. People might have jobs in the fishing industry—all the people involved in the process of getting fish from the ocean to our plates.</i></p> <p>Think, Pair, Share prompt: <i>Look around you and identify one object. What type of industry was involved in making it?</i></p> <hr/> <p>local Elaboration: <i>_____ is a local natural resource—it comes from very close by. Apples are another local resource—they grow well here. The _____ Branch Library is our local public library—it's the one closest to our school. [or choose another local organization, building, or business children will know as an example.]</i></p> <p>Think, Pair, Share prompt: <i>What are some of the other local places you go?</i></p>
Day 2	<p>global Elaboration: <i>Yesterday we talked about the word "local." The opposite of local is global—it has to do with things around the world. In the book</i></p>

	<p>Mama Miti we learned about Wangari Maathai. She has had a strong impact on her local community in Kenya, but many people around the world know about her. She is a global leader.</p> <p>Think, Pair, Share prompt: <i>What is something that you know about that is global—that comes from someplace else around the world?</i></p> <hr/> <p>rural Elaboration: <i>Rural is the opposite of urban. Big farms are found in rural areas, because they require a lot of space for crops and animals.</i></p> <p>Think, Pair, Share prompt: <i>What is it like to live in a rural area?</i></p> <hr/> <p>interconnected Elaboration: <i>Companies in Japan buy airplanes and medical equipment from the United States. Companies in the United States buy tea, snack foods, and vegetable oil from Japan. The two countries are interconnected because they sell to each other what the other country needs.</i></p> <p>Think, Pair, Share prompt: <i>Talk about how consumers and producers are interconnected.</i></p>
Closing	<p><i>This week, we’re talking about where our resources come from. The words we’re studying will help us talk about the many places our goods come from.</i></p>
Standards (Boston)	<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? 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? 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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Notes