WEEK 3   Day 5

	Vocabulary & Language Carousel Brainstorm

Weekly Question	Where do our resources come from?
Language Objective	I can talk with my classmates about important vocabulary from our unit texts and big ideas. (SL.1.1)
Vocabulary	**natural resource**: a material that exists in nature **industry**: the activity of producing goods from materials **local**: belonging to the nearby area **global**: relating to the whole world **rural**: having to do with the countryside **interconnected**: having the parts or people linked to each other
Materials and Preparation	● chart paper, 4 pieces, with one of the Weekly Words in the center of each, set out around the classroom ● markers, one for each child ● timer or stopwatch
Opening	*This week as we move through the Carousel Brainstorm, we'll think about our Weekly Words and about resources and where they come from.*
Key Activity	Show the vocabulary cards and review definitions for all of the Weekly Words, highlighting those selected for the Carousel Brainstorm. Talk briefly about some possibilities for recording understanding about one of the words. Direct each group to a particular paper and then begin the timer. Circulate as children work, noting their use and representation of each word.

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Closing	In the whole group, share the work from the papers, highlighting different ways of demonstrating word knowledge.
Standards (Boston)	**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.
Ongoing assessment	As children work, circulate and take notes on the Carousel Brainstorm Assessment Tool to record children's understanding, misconception, and use of vocabulary words. Use these to plan for reteaching and reinforcement. Listen to children's conversations as they circulate. 　　　How do children participate? Review each sheet of chart paper. 　　　Do children's drawings and writing reflect an understanding of the 　　　vocabulary words?

Notes

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