

Unit 3: Resources in Our Communities

WEEK 4 Days 1 & 2

**Vocabulary & Language**  
Weekly Words

<b>Weekly Question</b>	Where do our resources come from?				
<b>Language Objectives</b>	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)				
<b>Vocabulary</b>	<table border="1" style="width: 100%;"> <tr> <td style="text-align: center;"><b>Day 1</b></td> </tr> <tr> <td> <p><b>supply chain:</b> steps involved in producing and delivering goods</p> <p><b>worker:</b> someone who does a job</p> <p><b>customer:</b> a person who buys goods and services</p> </td> </tr> <tr> <td style="text-align: center;"><b>Day 2</b></td> </tr> <tr> <td> <p><b>harvest:</b> the period of time when farmers collect plants for food</p> <p><b>produce:</b> to make</p> <p><b>provide:</b> to give, to supply</p> </td> </tr> </table>	<b>Day 1</b>	<p><b>supply chain:</b> steps involved in producing and delivering goods</p> <p><b>worker:</b> someone who does a job</p> <p><b>customer:</b> a person who buys goods and services</p>	<b>Day 2</b>	<p><b>harvest:</b> the period of time when farmers collect plants for food</p> <p><b>produce:</b> to make</p> <p><b>provide:</b> to give, to supply</p>
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<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● Week 4 Weekly Words cards</li> <li>● chart paper</li> </ul> <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>				
<b>Opening Day 1</b>	<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 <b>supply chain</b>, <b>worker</b>, and <b>customer</b>.</i></p>				

Day 2	<i>Let's continue learning our words for this week. Today's words are <b>harvest, produce, and provide.</b></i>
<p><b>Discussion</b> 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><b>supply chain</b> Elaboration: <i>In From Cocoa Bean to Chocolate we learn that it takes many steps to produce chocolate before we eat it. All the steps and industries involved in making the chocolate are parts of the supply chain. Farmers grow the beans, ships transport the beans to factories where the beans are roasted, trucks transport the beans to a factory that molds and packages the chocolate, and trucks transport boxes of chocolate to stores for us to buy.</i></p> <p>Think, Pair, Share prompt: <i>Look around and choose one object in our classroom. Talk with your partner about the steps of the supply chain that you imagine.</i></p> <hr/> <p><b>worker</b> Elaboration: <i>Last week we watched a video showing that many workers are required to produce a pair of sneakers. Many workers involved in any supply chain.</i></p> <p>Think, Pair, Share prompt: <i>Think of a worker you know. Where does she or he work? What does she or he do?</i></p> <hr/> <p><b>customer</b> Elaboration: <i>When we buy any good or service, we are customers. This morning before coming to school I had to fill my car with gas. I was a customer at the gas station.</i></p> <p>Think, Pair, Share prompt: <i>Where are some places where you are a customer?</i></p>
Day 2	<p><b>harvest</b> Elaboration: <i>Fall is harvest time in many places. Apples are ready to pick from trees, pumpkins are ready to pull off their vines, and cranberries are ready to collect from the bogs.</i></p>

	<p>Think, Pair, Share prompt: <i>What fruits or vegetables would you like to harvest? What would you need to do that job?</i></p> <hr/> <p><b>produce</b> Elaboration: <i>We have been learning how goods are produced—how they are made. Workers produce goods in factories, on farms, and in studios and workshops.</i></p> <p>Think, Pair, Share prompt: <i>What kinds of goods might you like to produce? Where would you do that?</i></p> <hr/> <p><b>provide</b> Elaboration: <i>Before the beginning of the school year, some organizations provide children with school supplies, like backpacks, pencils, and notebooks.</i></p> <p>Think, Pair, Share prompt: <i>What products do sheep provide to humans?</i></p>
<b>Closing</b>	<i>This week, we’re talking about where our resources come from. The words we’re studying will help us talk about the many steps and people involved in the production of goods.</i>
<b>Standards (Boston)</b>	<p><b>SL.1.1.</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p><b>L.1.5c.</b> Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p>
<b>Ongoing assessment</b>	<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>

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.

Keeping a class vocabulary list will allow for keeping track of children's vocabulary growth over time.

**Notes**