

Unit 1: Building Strong Communities

WEEK 6 Days 1 & 2

Vocabulary & Language
Weekly Words Routine

Weekly Question	How can we create positive change in our communities?				
Language Objectives	I can talk with my classmates about words. (SL.1.1) I can connect words to my own real-life experiences. (L.5.1.c)				
Vocabulary	<table border="1" style="width: 100%;"> <tr style="background-color: #e0e0e0;"> <td style="text-align: center;">Day 1</td> </tr> <tr> <td> resource: something people need budge: to move something a little bit improve: to make something better </td> </tr> <tr style="background-color: #e0e0e0;"> <td style="text-align: center;">Day 2</td> </tr> <tr> <td> access: a way of being able to use or get something impact: to have an effect on someone or something librarian: a person who works in a library </td> </tr> </table>	Day 1	resource: something people need budge: to move something a little bit improve: to make something better	Day 2	access: a way of being able to use or get something impact: to have an effect on someone or something librarian: a person who works in a library
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Materials and Preparation	<ul style="list-style-type: none"> ● Week 6 Weekly Words cards ● chart paper Create the week’s Weekly Words chart.				
Opening Day 1	<i>Today, we’ll start our new list of Weekly Words. These words come from the books that we read and the big ideas from our unit. Today’s words are resource, budge, and improve.</i>				
Day 2	<i>Today we’ll continue learning our words for this week. Today’s words are access, impact, and librarian.</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>Resource Elaboration: <i>Resources are things we need. Resources come from different places and include things like food, places to live, clean water, and money.</i></p> <p>Think, Pair, Share prompt: <i>What resources do we need to do our best learning in this classroom?</i></p> <hr/> <p>Budge Elaboration: <i>When we push on something very heavy, it might not move very far. But it might budge—it might move just a little bit. When something is stuck, we might say, “It just won’t budge!”</i></p> <p>Think, Pair, Share prompt: <i>Look around the classroom. What’s something that might be hard to budge?</i></p> <hr/> <p>Improve Elaboration: <i>Improve is such an important word, because it should be our goal all the time—to do better. I am trying to improve as a teacher every day, and you all work so hard to improve as readers and mathematicians.</i></p> <p>Think, Pair, Share prompt: <i>What’s one way that you have already improved since the beginning of first grade?</i></p>
<p>Day 2</p>	<p>Access Elaboration: <i>When we have access to something, we can get at it. I try to make sure that you all can access the things you need to do your best work. Your folders and pencils and notebooks are in places where you can access them quickly when you need them.</i></p> <p>Think, Pair, Share prompt: <i>What would happen if all your things were someplace that only I could access?</i></p> <hr/> <p>Impact</p>

	<p>Elaboration: <i>When someone new joins a family, the adults might say, “The baby has made a big impact on our family.” That means big changes have come along with the baby.</i> <i>If we get new comfortable chairs in our classroom, we could say, “These chairs have a big impact on our classroom, because we learn so much better when we are comfortable!”</i></p> <p>Think, Pair, Share prompt: <i>Can you think of a change that would have a big impact on our classroom community?</i></p> <hr/> <p>Librarian Elaboration: <i>Librarians have complicated jobs! They help choose what books will be in the library, they read to kids, they recommend books and help people do research, and sometimes they teach classes for adults.</i></p> <p>Think, Pair, Share prompt: <i>Describe a time when you got help from a librarian.</i></p>
Closing	<p><i>This week’s words help us to talk about the ways we can create positive change in our communities.</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.5.1.c 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>

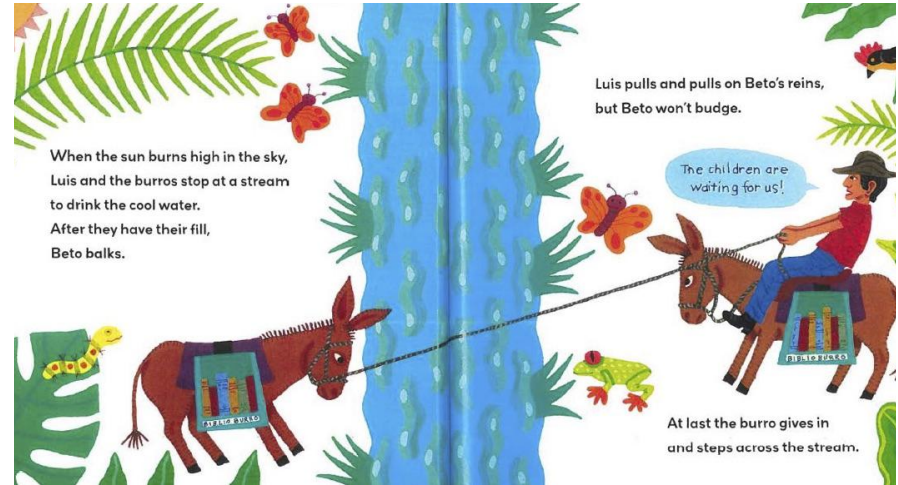
	Keeping a class vocabulary list will allow for keeping track of children's vocabulary growth over time.
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Notes



resource

<http://lbplchildren.blogspot.com/>

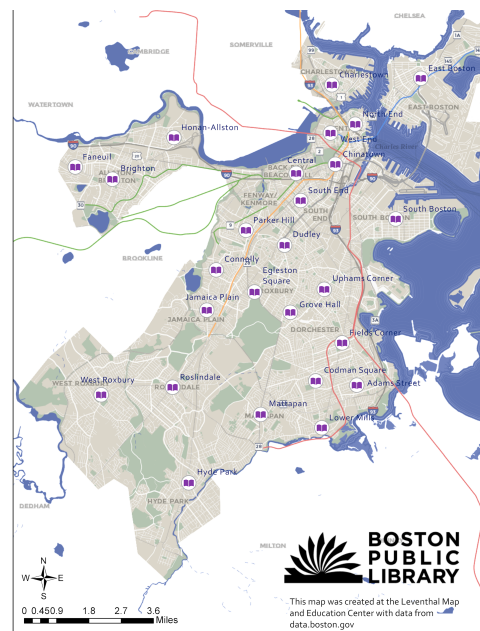
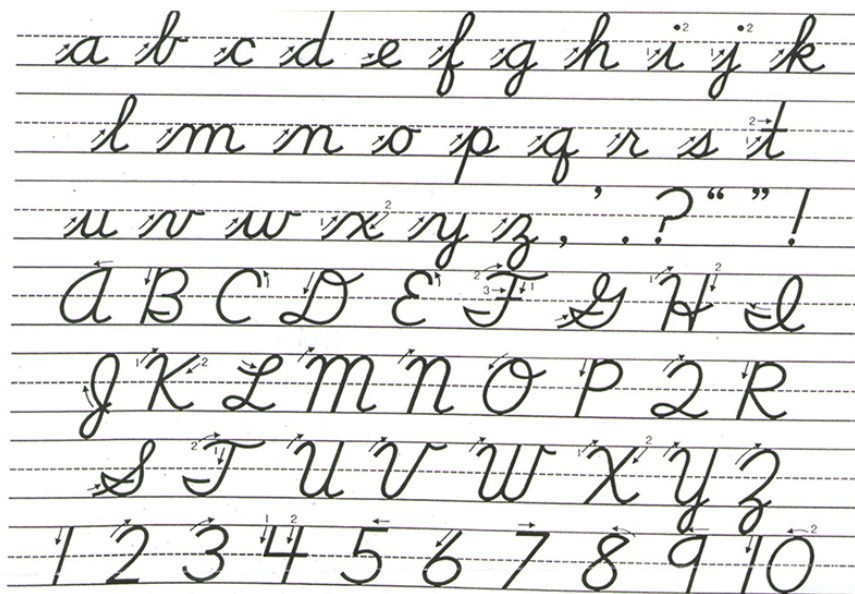


budge

from *Biblioburro*, Jeanette Winter (2010)

Weekly Words U1 W1

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improve

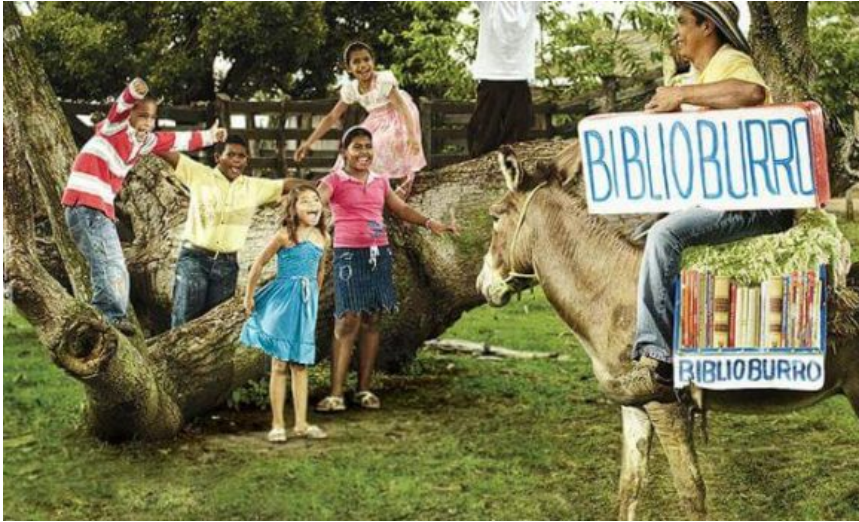
access

<https://cliniqueproaction.com/en/blogue/improving-handwriting-skills-2/>

<https://bpl.bibliocommons.com/locations> (Leventhal Map Center)

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impact

<https://www.eldesconcierto.cl/2016/10/08/la-historia-de-luis-soriano-el-colombiano-que-reparte-libros-en-burro-a-ninos-marginados/>



librarian

<http://www.cnn.com/SPECIALS/cnn.heroes/archive10/luis.soriano.html>

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