

WEEK 7 Days 1 & 2

<h2 style="margin: 0;">Vocabulary & Language</h2> <h3 style="margin: 0;">Weekly Words</h3>
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Weekly Question	How do we make choices as consumers?				
Language Objectives	<p>I can talk with my classmates about words. (SL.1.1)</p> <p>I can connect words to my own real-life experiences. (L.5.1.c)</p>				
Vocabulary	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #d9d9d9;"> <td style="padding: 5px;">Day 1</td> </tr> <tr> <td style="padding: 5px;"> <p>economy: the resources of a place, especially the goods and services that are produced and consumed</p> <p>budget (n): income and an amount of money for spending in a certain period of time; <i>and</i> budget (v): to decide how much money to spend for a particular purpose</p> <p>value (n): how much something is worth</p> </td> </tr> <tr style="background-color: #d9d9d9;"> <td style="padding: 5px;">Day 2</td> </tr> <tr> <td style="padding: 5px;"> <p>donate: to give (food, money, time) to help a person or group</p> <p>value (n): the importance of something</p> <p>evaluate: to determine the worth of something, to assess</p> </td> </tr> </table>	Day 1	<p>economy: the resources of a place, especially the goods and services that are produced and consumed</p> <p>budget (n): income and an amount of money for spending in a certain period of time; <i>and</i> budget (v): to decide how much money to spend for a particular purpose</p> <p>value (n): how much something is worth</p>	Day 2	<p>donate: to give (food, money, time) to help a person or group</p> <p>value (n): the importance of something</p> <p>evaluate: to determine the worth of something, to assess</p>
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Materials and Preparation	<ul style="list-style-type: none"> ● Week 7 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>				

<p>Opening Day 1</p>	<p><i>Today, we'll start a new list of Weekly Words. Today's words are economy, budget, and value.</i></p>
<p>Day 2</p>	<p><i>Let's continue learning our words for this week. Today's words are donate, another meaning of value, and evaluate.</i></p>
<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>economy Elaboration: <i>The Zildjian Cymbal Company is located in Norwell, Massachusetts. This company produces cymbals for musicians. People buy their cymbals... the factory makes money... the company hires workers... the workers earn a salary... the workers buy other goods and services... they may even go out to listen to musicians play! Producers and consumers are connected in the economy.</i></p> <p>Think, Pair, Share prompt: <i>How are you and your family part of Boston's economy?</i></p> <hr/> <p>budget Elaboration: <i>We can use the word "budget" as both a noun and a verb. We can infer that the grandmother in Those Shoes kept a budget (this is a noun); she knew how much money they could spend on a pair of boots according to the amount of savings they had. We can also say that the grandmother had to budget her money (this is an action); she made careful decisions about what to spend her money on, and when she could spend it.</i></p> <p>Think, Pair, Share prompt: <i>Why do you think it might be important to make a budget before we buy something?</i></p> <hr/> <p>value (n): how much something is worth Elaboration: <i>People and companies decide on the value, or cost, of their products and services. Sometimes, when a shopkeeper has leftover goods, she lowers the value of them—she asks people to pay less money so more people will buy them.</i></p> <p>Think, Pair, Share prompt:</p>

	<p><i>Think of a time when you were surprised at the value of something you wanted—when it cost more or less than you expected.</i></p>
Day 2	<p>donate Elaboration: <i>Many people donate goods they no longer use and which are in very good condition so that other people can use them. This is a good way to contribute to other people in our community.</i></p> <p>Think, Pair, Share prompt: <i>Have you ever donated something that belonged to you? Or have you ever received a donation from somebody?</i></p> <hr/> <p>value (n): the importance of something Elaboration: <i>We know we have to value the work farmers do—they grow the food we need to survive! We also value our community in this classroom—all of us learning and working together. We can also value our friendships and our families. These are things that we don't pay money for, but which are really important to us.</i></p> <p>Think, Pair, Share prompt: <i>What is something that you value very much?</i></p> <hr/> <p>evaluate Elaboration: <i>Each time we make a choice, we evaluate our options: Do we want this one, or that one? Which would be better? Should I buy the shoes that everyone has, or the ones that are more comfortable? The goods that come wrapped in plastic, or the ones that don't?</i></p> <p>Think, Pair, Share prompt: <i>Talk about how you would evaluate these choices: a toy that costs the amount of money you have right now, or a toy that you really want but would have to wait until you have saved enough money?</i></p>
Closing	<p><i>The words we're studying this week help us talk about making as consumers.</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>
<p>Ongoing assessment</p>	<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>

Notes