

WEEK 8 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 the choices we make as consumers impact 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%; border-collapse: collapse;"> <tr style="background-color: #d9d9d9;"> <td style="padding: 5px;">Day 1</td> </tr> <tr> <td style="padding: 5px;"> impact: to have an effect on someone or something fair: not favoring one over another benefit (v): to help; to impact in a positive way </td> </tr> <tr style="background-color: #d9d9d9;"> <td style="padding: 5px;">Day 2</td> </tr> <tr> <td style="padding: 5px;"> system: a group of things working in an interconnected way economy: the resources of a place, especially the goods and services that are produced and consumed resource: something people need </td> </tr> </table>	Day 1	impact: to have an effect on someone or something fair: not favoring one over another benefit (v): to help; to impact in a positive way	Day 2	system: a group of things working in an interconnected way economy: the resources of a place, especially the goods and services that are produced and consumed resource: something people need
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Materials and Preparation	<ul style="list-style-type: none"> ● Week 8 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	<i>This week we’ll revisit some familiar Weekly Words and learn some new ones. Today’s words are impact, fair, and benefit.</i>				
Day 2	<i>Today’s words are system, economy, and resource.</i>				

Vocabulary and Language U3 W8 D1 & D2

<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>impact Elaboration: <i>A town’s ban on plastic bags will have a positive impact on sea turtles, because there will be less plastic in the oceans.</i></p> <p>Think, Pair, Share prompt: <i>What can you and your family do to have a positive impact on our community?</i></p> <hr/> <p>fair Elaboration: <i>All around the United States, fast food restaurant workers have organized to fight for fair wages. Their wages were not high enough to pay for their basic needs. It was not fair to work hard and for long hours and still not be able to make enough money to pay rent, buy food, and medicines.</i></p> <p>Think, Pair, Share prompt: <i>What are some fair ways to treat workers? What makes this fair?</i></p> <hr/> <p>benefit Elaboration: <i>The characters in A Chair for My Mother were able to benefit from being part of a community; they received lots of support from their neighbors, family, and friends when their home burned down.</i></p> <p>Think, Pair, Share prompt: <i>How do we benefit when we work together in our classroom?</i></p>
<p>Day 2</p>	<p>system Elaboration: <i>The green economy is a system that makes sure not only that something is produced but that it is produced with care for the environment and the workers. A system has different parts that work together.</i></p> <p>Think, Pair, Share prompt: <i>What systems do we have in our classroom to help things go smoothly?</i></p>

	<p>economy Elaboration: <i>The economy works well for everyone when every worker gets fair wages.</i></p> <p>Think, Pair, Share prompt: <i>How was the economy working for the workers when Dolores Huerta decided to take action? How was it working for the bosses?</i></p> <hr/> <p>resource Elaboration: <i>Money is a resource; trees are a resource; people are resources. We need different kinds of resources to produce goods, to work together, to get what we need. Some resources are used just as they come naturally—we eat oranges, for example—and some resources are used to make other things—like metal is used to make bicycles.</i></p> <p>Think, Pair, Share prompt: <i>What resources have you used so far to make our market?</i></p>
Closing	<i>This week, we’re talking about how the choices we make as consumers impact our communities. The words we’re studying will help us talk about this.</i>
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> <p>Keeping a class vocabulary list will allow for keeping track of children's vocabulary growth over time.</p>
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