

WEEK 5 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 resources get from where they come from to the people who use them?				
Language Objectives	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)				
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>ship: to send goods from one place to another</p> <p>transport: to take or carry people or goods from one place to another by vehicle, airplane, or boat</p> <p>deliver: to bring something to a specific address</p> </td> </tr> <tr style="background-color: #d9d9d9;"> <td style="padding: 5px;">Day 2</td> </tr> <tr> <td style="padding: 5px;"> <p>load: to put a large amount of something in a container or on a vehicle</p> <p>container: an object used to transport or carry something</p> <p>purchase: to buy</p> </td> </tr> </table>	Day 1	<p>ship: to send goods from one place to another</p> <p>transport: to take or carry people or goods from one place to another by vehicle, airplane, or boat</p> <p>deliver: to bring something to a specific address</p>	Day 2	<p>load: to put a large amount of something in a container or on a vehicle</p> <p>container: an object used to transport or carry something</p> <p>purchase: to buy</p>
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Materials and Preparation	<ul style="list-style-type: none"> ● Week 5 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	<p><i>Today, we’ll start a new list of Weekly Words. Today’s words are ship, transport, and deliver.</i></p>				

Day 2	<i>Let's continue learning our words for this week. Today's words are load, container, and purchase.</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>ship Elaboration: <i>We know that a ship is a boat—a thing, a noun. Here we are using it as an action, a verb. The action is to send something from one place to another. For example, wood to build a house is shipped in trucks from the lumber yard to the construction site. These people are getting boxes of goods ready to ship from a warehouse.</i></p> <p>Think, Pair, Share prompt: <i>What do you think might be the best way to ship bananas from Colombia, where they are grown, to the United States, where we can eat them?</i></p> <hr/> <p>transport Elaboration: <i>Goods from the United States, or the world might be carried, or transported, in trucks, planes, trains, or ships.</i></p> <p>Think, Pair, Share prompt: <i>What do you think might be the best way to transport medicine to a hospital in a rural area? Why?</i></p> <hr/> <p>deliver Elaboration: <i>United Postal Service, or UPS, workers deliver goods to our homes. If we've been waiting for a while, we probably feel happy when they arrive! Many people depend on UPS to deliver goods they need and want.</i></p> <p>Think, Pair, Share prompt: <i>Have you had something delivered to your home? Why did your family ask for it to be delivered?</i></p>
Day 2	<p>load Elaboration: <i>When people travel by plane, the airport workers use a conveyor belt to load the suitcases into the airplane. That part of the airplane is called the cargo hold.</i></p>

	<p>Think, Pair, Share prompt: <i>Have you helped load a car when going for an outing or on vacation?</i></p> <hr/> <p>container Elaboration: <i>Containers come in all different sizes and shapes. Some containers are small, and others are large, almost as large as a house. Those containers are very strong and carry large quantities of goods to far away places.</i></p> <p>Think, Pair, Share prompt: <i>Think about containers you use in your daily life. What do you use them for?</i></p> <hr/> <p>purchase Elaboration: <i>People all around the world purchase fruits and vegetables to make meals at home.</i></p> <p>Think, Pair, Share prompt: <i>What is a good you or your family purchased recently?</i></p>
Closing	<i>This week, we’re talking about how resources get from where they come from to the people who use them. The words we’re studying will help us talk about the way they get to us, the consumers.</i>
Standards (Boston)	<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.1.5c. 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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