

Unit 3: Resources in Our Communities

WEEK 1 Days 1 & 2

Vocabulary & Language
Weekly Words

Weekly Question	What happens at a market?				
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> <td style="text-align: center;">Day 1</td> </tr> <tr> <td> <p>goods: things people buy or own</p> <p>service: job someone does which helps others</p> <p>shop: to visit stores to look over and buy goods</p> </td> </tr> <tr> <td style="text-align: center;">Day 2</td> </tr> <tr> <td> <p>consumer: someone who buys and uses products and services</p> <p>producer: someone who makes goods or provides a service</p> <p>buy: to get a good or a service in exchange for money</p> </td> </tr> </table>	Day 1	<p>goods: things people buy or own</p> <p>service: job someone does which helps others</p> <p>shop: to visit stores to look over and buy goods</p>	Day 2	<p>consumer: someone who buys and uses products and services</p> <p>producer: someone who makes goods or provides a service</p> <p>buy: to get a good or a service in exchange for money</p>
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Materials and Preparation	<ul style="list-style-type: none"> ● Week 1 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>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 goods, services, and shop.</i>				

Vocabulary & Language U3 W1 D1 & D2

Day 2	<i>Let's continue learning our words for this week. Today's words are consumer, producer, and buy.</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>goods Elaboration: <i>In stores, goods are displayed by category to make it easy for shoppers to find what they are looking for. The category for these goods is outside work—rubber boots, hats, and gloves. In a grocery store, goods are organized by types of food.</i></p> <p>Think, Pair, Share prompt: <i>Think of a supermarket or grocery store you go to. How are the goods displayed?</i></p> <hr/> <p>service Elaboration: <i>People provide many different kinds of services. Often someone wears a certain kind of clothing or uniform related to the service she or he provides. For example, I called a plumber last week because the sink wouldn't stop leaking. She wore coveralls with a badge. The plumber knew a lot about pipes, and she fixed the leak. I paid the plumber for this service when she was finished working.</i></p> <p>Think, Pair, Share prompt: <i>What types of services do people offer?</i></p> <hr/> <p>shop Elaboration: <i>I don't like to shop for pants, because I have to try on each pair. Sometimes it takes a long time to find the right ones. But I do like to shop for socks. They always fit me well!</i></p> <p>Think, Pair, Share prompt: <i>What is this family shopping for? Do you think they enjoy it? What in the image makes you say that?</i></p>
Day 2	<p>consumer Elaboration: <i>We are consumers of goods when we buy what we need and want. We are consumers of services when we go to the barbershop or hair</i></p>

	<p><i>salon to get our hair cut, when we go to the doctor, and when we take the T.</i></p> <p>Think, Pair, Share prompt: <i>Is this person a consumer of goods or services? How can you tell?</i></p> <hr/> <p>producer Elaboration: <i>Anything that is made, is made by producers. People produce, or make, all kinds of goods. In this picture, the producer is making alphabet books for children.</i></p> <p>Think, Pair, Share prompt: <i>Look at a piece of clothing you are wearing. What question would you like to ask the producer of that clothing?</i></p> <hr/> <p>buy Elaboration: <i>We can buy goods in markets and online. We can buy services by paying someone to do something. Either way, we are exchanging money for the good or service we buy.</i></p> <p>Think, Pair, Share prompt: <i>Where is one place your family buys what you need?</i></p>
Closing	<p><i>This week, we're talking about what happens at markets. The words we're studying will help us to talk about what happens at a market and the roles people have in them.</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>

