

WEEK 6 Days 1 & 2

Vocabulary & Language
Weekly Words

Weekly Question	What services do people provide and use?				
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%;"> <tr> <td style="text-align: center;">Day 1</td> </tr> <tr> <td> <p>job: work for which a person is paid</p> <p>employment: having a job that is paid</p> <p>salary: regular payment for work, usually with a set total amount</p> </td> </tr> <tr> <td style="text-align: center;">Day 2</td> </tr> <tr> <td> <p>income: money received through work on a regular basis</p> <p>wage: a fixed amount of money paid to a worker hourly, daily, or weekly</p> <p>human resources: all the people who work in an organization or business and contribute their ideas and physical work</p> </td> </tr> </table>	Day 1	<p>job: work for which a person is paid</p> <p>employment: having a job that is paid</p> <p>salary: regular payment for work, usually with a set total amount</p>	Day 2	<p>income: money received through work on a regular basis</p> <p>wage: a fixed amount of money paid to a worker hourly, daily, or weekly</p> <p>human resources: all the people who work in an organization or business and contribute their ideas and physical work</p>
Day 1					
<p>job: work for which a person is paid</p> <p>employment: having a job that is paid</p> <p>salary: regular payment for work, usually with a set total amount</p>					
Day 2					
<p>income: money received through work on a regular basis</p> <p>wage: a fixed amount of money paid to a worker hourly, daily, or weekly</p> <p>human resources: all the people who work in an organization or business and contribute their ideas and physical work</p>					
Materials and Preparation	<ul style="list-style-type: none"> ● Week 6 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. Today’s words are job, employment, and salary. Today’s words are tricky! Let’s talk about them.</i>				

Day 2	<p><i>Let's continue learning our words for this week. Today's words are income, wage, and human resources. Like yesterday's, these words can be tricky to understand. Let's talk about them.</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>job Elaboration: <i>These days many jobs require that workers know how to use a computer and can collaborate with co-workers to solve problems.</i></p> <p>Think, Pair, Share prompt: <i>What is a job you would like to do? Why do you think you would like that job?</i></p> <hr/> <p>employment Elaboration: <i>Having employment means that people receive money for the work they do. This means they can afford to pay for some of the goods and services they want and need. When someone has employment, or a job, we can also say that she or he is "employed."</i></p> <p>Think, Pair, Share prompt: <i>When people have employment, they might work during the day, evening, or night. Describe the kind of schedule you might like to have with your employment.</i></p> <hr/> <p>salary Elaboration: <i>Having a salary means that people know when they are getting paid. Then they can plan to pay for the things they need and want. Not everyone has a salary, or regular pay days, so many people have trouble getting what they need and want.</i></p> <p>Think, Pair, Share prompt: <i>Why do you think that some people have high salaries, and some people do not?</i></p>
Day 2	<p>income Elaboration: <i>People can get income in different ways. Some people's incomes come from jobs with salaries, and some people get income from different kinds of work they do here and there.</i></p>

	<p>Think, Pair, Share prompt: <i>What are some ways that people you know earn an income?</i></p> <hr/> <p>wage Elaboration: <i>A wage can be high or low; it’s the amount of money someone has agreed to pay their workers for the time they work. Many people have been advocating for wages that are high enough so that everyone can have enough money, or income, to pay for their basic needs. Starting in the year 2023, all workers will earn at least fifteen dollars for each hour they work.</i></p> <p>Think, Pair, Share prompt: <i>What are some of the things people pay for with their wages?</i></p> <hr/> <p>human resources Elaboration: <i>People are resources, too! Human resources keep organizations and industries functioning. They might be people who fix things, pay people their salaries, keep track of goods coming and going, or answer phones.</i></p> <p>Think, Pair, Share prompt: <i>What are some of the human resources in our school, and why are they important?</i></p>
Closing	<i>This week, we’re talking about what services people provide and use. These complicated words we’re studying will help us talk about how people who provide services.</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>
--	---

Notes