

Unit 1: Building Strong Communities

WEEK 1 Days 1 & 2

Vocabulary & Language
Introducing and Practicing the Weekly Words Routine

Weekly Question	Who am I, and who are we together?				
Language Objective	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 style="background-color: #cccccc;"> <td style="text-align: center;">Day 1</td> </tr> <tr> <td> community: a group of people who share space and ideas responsibility: something you do because people depend on you </td> </tr> <tr style="background-color: #cccccc;"> <td style="text-align: center;">Day 2</td> </tr> <tr> <td> agreement: something that two or more people decide is true bilingual: able to speak and understand two languages </td> </tr> </table> <p>Notes: The Weekly Words lesson is repeated on Days 1 and 2 each week, using half of the words at a time. In this first week of school, only four words are introduced. Going forward, six words will be introduced each week.</p>	Day 1	community: a group of people who share space and ideas responsibility: something you do because people depend on you	Day 2	agreement: something that two or more people decide is true bilingual: able to speak and understand two languages
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agreement: something that two or more people decide is true bilingual: able to speak and understand two languages					
Materials and Preparation	<ul style="list-style-type: none"> ● Week 1 Weekly Words cards ● chart paper Create the week’s Weekly Words chart by writing out the words and their definitions. Add icons, sketches, or images as appropriate. ● Weekly Words Routine chart (optional) If useful, create an anchor chart to use for reference throughout the year. See the Vocabulary and Language Introduction (Part 2: Components). 				

<p>Opening Day 1</p>	<p><i>In our classroom, we all have important ideas to share. When we collaborate and help each other learn new words, we become a stronger classroom community.</i></p>
<p>Day 2</p>	<p><i>Today we'll practice the same Weekly Words routine we used yesterday. Today's words are "agreement" and "bilingual."</i></p>
<p>Discussion Day 1</p>	<p><i>We will learn lots of new words this year! Every time we study new words together, we will use the same Weekly Words routine. Let's practice it now with the word "community."</i></p> <p>Follow the steps of the vocabulary routine. Refer to the Weekly Words chart and explain each step as needed. Hold up the appropriate word card as each word is taught.</p> <p><i>First, I'll pronounce the word, and you'll repeat it.</i> Pronounce the word fluently, <i>community</i>. Point to the children to indicate their turn to say the word. Repeat two times.</p> <p><i>Second, you'll let me know if the word is familiar to you. Think to yourself: Do I know this word? If you think you know the word we're learning, show me a thumb up. If you have not heard the word before, or if you're not sure, that's fine. Just show me a thumb down.</i></p> <p>Community. <i>Do you think you know this word?</i> Encourage children to show a thumb up or down and survey the group. Draw a conclusion aloud, such as, <i>This is a new word for many of you.</i></p> <p>Define the word in child-friendly language, pointing to the definition on the chart. <i>Third, I'll give you a definition; I'll tell you what the word can mean. A definition of community is "a group of people who share space and ideas."</i></p> <p>Elaborate about the meaning of the word. <i>We talked about this word during Text Talk today. Some examples of communities are neighborhoods, classrooms, and sports teams.</i></p> <p>Think, Pair, Share. <i>Fourth, after we talk about the meaning of the word, we're going to use the same Think, Pair, Share routine we practiced during Text Talk. The question you're going to answer with your partner is: What communities are you a part of?</i></p> <p>Post the word.</p>

	<p><i>Finally, we'll post the new word here [indicate space] with a picture that will help us remember it.</i></p> <p>Repeat the process with the word "responsibility."</p> <hr/> <p>Responsibility Elaboration: <i>One responsibility I have is making sure you have all the materials you need for learning in school. Another of my responsibilities is making sure everyone is safe.</i></p> <p>Think, Pair, Share prompt: <i>What is a responsibility you have as a member of your family?</i></p>
Day 2	<p>Agreement Elaboration: <i>When I make an agreement with my friend, I know that we are both thinking the same thing. We both have the same idea about how something will go.</i></p> <p>Think, Pair, Share prompt: <i>Talk about a time when you made an agreement with a friend or a family member.</i></p> <hr/> <p>Bilingual Elaboration: <i>My grandmother is bilingual; she speaks and understands Russian and English. My father is not bilingual; he can understand Russian a little bit, but he only speaks in English.</i></p> <p>Think, Pair, Share prompt: <i>Do you know anyone who is bilingual? What languages do they speak and understand?</i></p>
Closing	<p><i>Learning new words will be an important part of first grade. We'll work with our new words every day before Text Talk, and we'll have a new group of words each week. During our vocabulary lessons, we'll all have opportunities to teach and learn from one another.</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?</p> <p>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?</p> <p>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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Notes



community

<https://btu.org/learning/west-zone-early-learning-center/>



responsibility

<https://www.cbc.ca/parents/learning/view/easy-ways-to-get-young-kids-to-start-giving-back>

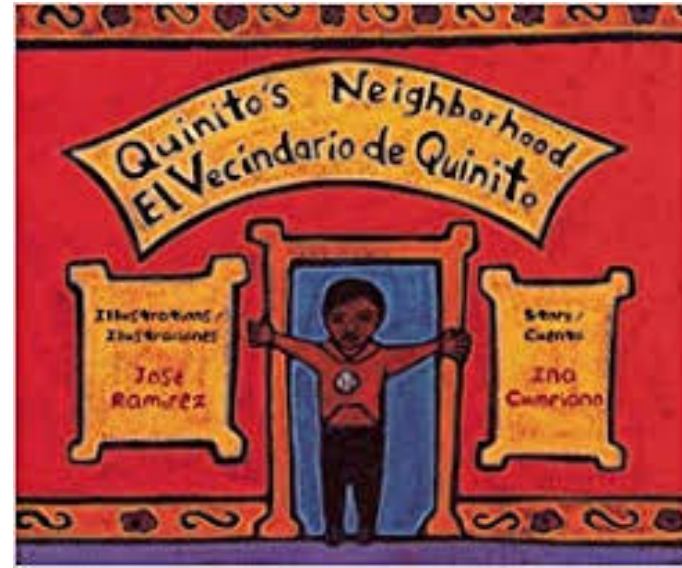
Weekly Words U1 W1

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agreement

<https://www.freeimages.com/search/kid-shaking-hand>



bilingual

<https://www.amazon.com/Quinitos-Neighborhood-El-Vecindario-Quinito/dp/0892392290>

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