

Unit 1: Building Strong Communities

WEEK 8 Days 1 & 2

Vocabulary & Language
Weekly Words Routine

Weekly Question	What is a community?				
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> <td style="text-align: center;">Day 1</td> </tr> <tr> <td> cultivate: help to grow identify: to find out who someone is or what something is perspective: point of view, a way of seeing or thinking about something </td> </tr> <tr> <td style="text-align: center;">Day 2</td> </tr> <tr> <td> contribution: something that is given with the goal of helping observe: to look at something closely evidence: something that shows us what is true or what exists </td> </tr> </table>	Day 1	cultivate: help to grow identify: to find out who someone is or what something is perspective: point of view, a way of seeing or thinking about something	Day 2	contribution: something that is given with the goal of helping observe: to look at something closely evidence: something that shows us what is true or what exists
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Materials and Preparation	<ul style="list-style-type: none"> ● Week 8 Weekly Words cards ● chart paper Create the week’s Weekly Words chart.				
Opening Day 1	<i>Today, we’re starting the last week of Unit 1: Building Strong Communities. These words come from the books that we read and the big ideas from our unit. Today’s words are cultivate, identify, and perspective.</i>				
Day 2	<i>Today we’ll continue learning our words for this week. Today’s words are contribution, observe, and evidence.</i>				
Discussion	Follow the steps of the Weekly Words routine. Refer to the chart and				

<p>Day 1</p>	<p>explain each step as needed. Hold up the appropriate word card as each word is taught.</p> <hr/> <p>Cultivate Elaboration: <i>I cultivate a garden: I plant seeds and then make sure my plants have everything they need to grow. I can also cultivate learning in this classroom by making it a healthy place for you all to try new things.</i></p> <p>Think, Pair, Share prompt: <i>Can you think of a place where we could cultivate a school garden?</i></p> <hr/> <p>Identify Elaboration: <i>To identify things around us, we look at them and decide what they are.</i></p> <p>Think, Pair, Share prompt: <i>Look around the classroom and identify three things that are the same color.</i></p> <hr/> <p>Perspective Elaboration: <i>Each of us has different experiences, and this gives us different perspectives—ways of seeing or thinking—about things that happen in our communities.</i></p> <p>Think, Pair, Share prompt: <i>Some people have a perspective that healthy communities are made of people who are mostly the same as each other. Other people have a perspective that healthy communities are made of lots of different kinds of people. Which is your perspective?</i></p>
<p>Day 2</p>	<p>Contribution Elaboration: <i>It's important to me to make a contribution to my community, because then I know I am helping others and making our community stronger.</i></p> <p>Think, Pair, Share prompt: <i>What contributions do you make to our classroom community?</i></p> <hr/> <p>Observe Elaboration: <i>You have been observing the weather every week to understand something important about our world.</i></p>

	<p>Think, Pair, Share prompt: <i>What is something else that you like to observe?</i></p> <hr/> <p>Evidence Elaboration: <i>When you talk about the weather, you use evidence—information about clouds and temperature, for example—to explain your thinking. This evidence helps us to be sure about the things that we see and believe.</i></p> <p>Think, Pair, Share prompt: <i>If we found a backpack on the playground and wanted to find out whose backpack it was, what evidence might we use?</i></p>
Closing	<i>We've learned so many new words so far this year! I hear you using these new words, and when we know more words, we become better readers and writers.</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>

Notes





cultivate

<https://news.missouri.edu/2013/learning-by-growing/>



identify

<https://www.edutopia.org/article/getting-kids-outdoors-technology>

Weekly Words U1 W8

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perspective

<http://mylittlegolfers.com/a-childs-perspective-first-golf-journey/#.XNxbtNKjOQ>



contribution

<https://www.oregister.com/2017/06/05/for-donating-books-to-children-in-africa-protecting->

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observe

<https://www.naeyc.org/resources/pubs/yc/mar2018/observing-planning-guiding>



evidence

<https://kidskunst.info/24/06571-child-detective.htm>

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