

## Unit 2: Animals Surviving and Thriving

### WEEK 8 Days 3 & 4

## Vocabulary & Language

### Vocabulary Review

<b>Weekly Question</b>	How are people and animals interconnected?
<b>Language Objectives</b>	I can act out the meanings of words. (L.4.1.a) I can connect words to my own real-life experiences. (L.5.1.c)
<b>Vocabulary</b>	In this lesson, teachers pull words from across the unit that need further exploration. See Materials and Preparation, below.
<b>Materials and Preparation</b>	<p>Review children’s vocabulary work: Draw for Meaning sheets, Carousel Brainstorm charts, notes from previous Vocabulary and Language lessons, and observational notes from other times of the day. Notice trends. Choose a small set of words with which children continue to demonstrate misunderstanding and that would benefit from whole class review.</p> <ul style="list-style-type: none"><li>Weekly Words cards pulled from previous weeks, as identified</li></ul> <p>Have children sit in a large circle, with room in the center to act out scenarios related to the chosen words.</p>
<b>Opening</b>	<p><i>Today we’re going to look at some words we have seen before. We will review them again, and then we’ll act them out! We did this at the end of our first unit, Building Strong Communities, to make sure we know the meanings of important but sometimes confusing words.</i></p> <p><i>The words we’ll review today are ...</i></p>
<b>Discussion</b>	<p>Address one word at a time: Show the card, say the word, and review the definition.</p> <p><i>When have we used this word in our study about animals surviving and thriving?</i></p>

	<p><i>How could you act out this word to show what it means? What scene could you act out where this word would be important? Instead of telling what the word means, show it.</i></p> <p>Give children a moment to think and then to talk with partners about their ideas for acting out the word. Encourage them to think about scenarios involving more than one person, if appropriate.</p> <p>Solicit a child or small group of children to come to the center of the space and act out the word.</p> <p>Say the word again. Ask children to perform the word, and then solicit responses.</p> <p><i>How did ____ show what this word means?</i></p> <p>If the meaning remains unclear, offer clarification.</p> <p>Repeat this process for each word chosen for review.</p>
<b>Closing</b>	<p><i>What do you think about acting out words in order to understand them better?</i></p>
<b>Standards</b>	<p><b>L.4.1.a</b> Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p><b>L.5.1.c</b> Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p>
<b>Ongoing assessment</b>	<p>Watch how children enact words. Note how they respond to each other's interpretations. Does acting out a word expand its meaning for and engage the interest of particular children?</p>

<p><b>Notes</b></p>
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