

Unit 2: The Forces of Wind and Water

WEEK 7 Days 1 & 2

Vocabulary & Language

Weekly Words

Weekly Question	How can people prevent or slow erosion?
Language Objectives	I can talk with my classmates about words. (SL.1.2) I can define and use new words. (L.5) I can connect words to my own real-life experiences. (L.5.2.a)
Vocabulary	evaluate: to judge the value of intervene: to become involved in something to change what happens propose: to put forward an idea for others to consider protect: to keep safe from harm recommend (v): to suggest, to present as a good idea recommendation (n): suggestion respond: to do something as a reaction to something else restore: to return something to the way it used to be
Materials and Preparation	Choose four words to teach each day, following the steps of the Weekly Words routine. • Week 7 Weekly Words cards • chart paper Create the week's Weekly Words chart by writing out the Weekly Words and their definitions. Add icons, sketches, or images as needed.
Opening Day 1	<i>This week's Weekly Words are ones we can use to talk about how people can have an impact on the land by preventing or slowing erosion. Today's words are: _____, _____, _____, and _____.</i> As children rate their knowledge of each word, ask a few children to share their ideas about the word. Use this opportunity to highlight connections, similarities, and differences to other words used in the classroom,

	remarking on parts of speech and morphology and affirming children's word knowledge. As children respond to the Think, Pair, Share prompts, encourage them to use the word as they speak. Offer sentence stems where it might be helpful.
Day 2	<i>Let's continue learning our words for this week. Today's words are: _____, _____, _____, and _____.</i>
Teaching the words	evaluate (verb) Elaboration: <i>Look in the middle of this word: we can see the word "value." These judges are watching very closely, and they will give a score, based on what they value—what they think is important about a diver's performance: how she jumps, how she holds her body in the air, and how she enters the water. They will evaluate lots of divers and decide who is the best!</i> Think, Pair, Share prompt: <i>How do you evaluate a book?</i> intervene (verb) Elaboration: <i>Look! All these dominoes would have fallen down, but someone decided to intervene—they put their hand up to prevent the rest of the dominoes from toppling.</i> Think, Pair, Share prompt: <i>When you see two friends arguing, what can you do to intervene, or to prevent the argument from getting bigger?</i> propose (verb) Elaboration: <i>You might think of propose as when one person asks someone else to marry them. This is one kind of proposal—one person has an idea about getting married and shares that idea with the person they love to see what they think about it. But you can propose any kind of idea for others to think about.</i> Think, Pair, Share prompt: <i>If I asked you for an idea of a game we could play together at recess, what would you propose?</i>

	protect (verb) Elaboration: <i>Animals protect themselves in lots of ways—they run away; they warn other animals to stay away; they hide; they change color; and sometimes they fight. These penguins are acting all together to protect their offspring, or babies.</i> Think, Pair, Share prompt: <i>In a big rain storm, how can people protect their feet and the rest of their bodies from getting soaked?</i>
	recommend (verb) Elaboration: <i>Doctors and nutritionists recommend that we all eat more fruit and vegetables than junk food. They recommend actions that will keep people healthy.</i> Think, Pair, Share prompt: <i>Remember what we recommended for the Our Schools Project. Why do you think that was important to recommend?</i>
	recommendation (noun) Elaboration: <i>This word, “recommendation,” is “recommend” with a suffix. Let’s see how this suffix changes the meaning.</i> <i>When you tell a friend to read a favorite book, you make a recommendation. This image is from an online news story that makes recommendations about books for kids that were published last year.</i> <i>The suffix changes the verb into a noun.</i> Think, Pair, Share prompt: <i>What is a recommendation of a book or something else that you can make right now to your partner? Why are you making this recommendation?</i>
	respond (verb) Elaboration: <i>When someone says hello, a simple way to respond is to wave or say hello back. We can respond with words, actions, or facial expressions. When you propose an idea, others respond with their ideas.</i>

	<i>We can also respond to a challenge, such as erosion, by coming up with a plan.</i> Think, Pair, Share prompt: <i>When something spills, like this milk, how do you respond?</i> restore (verb) Elaboration: <i>We can restore objects, buildings, and relationships. Here an old house has been restored so that it looks more like it did when it was first built.</i> Think, Pair, Share prompt: <i>Do you have something that you would like to restore—such as a broken toy or other object?</i> <i>Or, what have you seen around your neighborhood that could be restored?</i>
Closing	<i>This week we are thinking about how people can impact the land by preventing or slowing erosion. The words we’re studying this week will help us to talk about this, our texts, and other experiences we’re having together.</i>
Standards	SL.1.2 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening. L.5.2.a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
Ongoing assessment	Use information gathered from each lesson to plan for embedded opportunities for teaching and reinforcing words. How do children interact with new and familiar words? Are they playful, curious, perplexed, disengaged? Do children connect words to personal experiences? What connections do children make between words they are learning 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? Keep a list to follow each child’s vocabulary growth over time.
--	--

Notes

--