

## Unit 1: How We Learn in Our School Communities

### WEEK 2 Days 1 & 2

#### Vocabulary & Language

##### Weekly Words

<b>Weekly Question</b>	What do we understand about ourselves and others as learners?
<b>Language Objectives</b>	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)
<b>Vocabulary</b>	<b>admire:</b> to like very much <b>advice:</b> guidance <b>aim:</b> purpose, a wanted outcome <b>anxious:</b> worried or nervous; also, wanting something very much <b>belong:</b> to be part of <b>expert:</b> someone who knows a lot about something or knows how to do something well <b>explain:</b> to talk or write about something clearly and precisely, so someone else understands <b>fearful:</b> afraid
<b>Materials and Preparation</b>	Choose four words to teach each day, following the steps of the Weekly Words routine. <ul style="list-style-type: none"><li>• Week 2 Weekly Words cards</li><li>• chart paper</li></ul> Create the week's Weekly Words chart by writing out the Weekly Words and their definitions. Add icons, sketches, or images as needed.
<b>Opening Day 1</b>	<i>Today we'll start a new list of Weekly Words. These words come from the texts that we read and the big ideas from our study, How We Learn in Our School Communities. Today's words are: _____, _____, _____, and _____.</i>

Day 2	<p><i>Let's continue learning our words for this week. Today's words are: _____, _____, _____, and _____.</i></p>
Teaching the words	<p><b>admire</b> (verb) Elaboration: <i>These two world leaders, Barack Obama in the United States and the Dalai Lama in Tibet, appreciate each other's work for peace. We can see by how they greet each other that they think very positively about each other.</i></p> <p>Think, Pair, Share prompt: <i>Who do you admire? Why do you admire that person?</i></p> <hr/> <p><b>advice</b> (noun) Elaboration: <i>We might ask someone for their opinion about what we should do when we are uncertain. We might want to follow the advice they give us, and we might not!</i> <i>During Thinking and Feedback, when we are giving suggestions, you could also say we are giving advice.</i></p> <p>Think, Pair, Share prompt: <i>What advice do you think these children might be giving or receiving from the puppet?</i> Or: <i>What is a piece of advice you have received from or given someone lately?</i></p> <hr/> <p><b>aim</b> (noun) Elaboration: <i>You might know "aim" as a verb: You aim your arm in a certain direction and throw the paper airplane that way.</i> <i>"Aim" as a noun is related; it's what you are trying to do. My aim is to go to bed early each night so I get enough sleep. The aim of these young runners is to win their race!</i></p> <p>Think, Pair, Share prompt: <i>Think about a studio you have started working in. What is your aim when you get to that area of our classroom? What do you hope to do there?</i></p> <hr/> <p><b>anxious</b> (adjective) Elaboration: <i>We all know what it feels like to be anxious—worried about something, not sure how it's going to turn out, and maybe a bit</i></p>

	<p><i>impatient to get it over with. Many people feel anxious about doing something for the very first time.</i></p> <p>Think, Pair, Share prompt: <i>Share a time when you have felt anxious.</i></p>
	<p><b>belong</b> (verb) Elaboration: <i>An important part of building a strong community is making sure every person feels that they belong. I want each of you to know that you belong here, in our classroom.</i></p> <p>Think, Pair, Share prompt: <i>How can you help someone be sure that they belong?</i></p>
	<p><b>expert</b> (noun) Elaboration: <i>This is a scientist. She is an expert. She knows a lot about a form of science. We can be an expert <u>at</u> doing something, or we can be an expert <u>about</u> a topic—knowing a great deal about that topic.</i></p> <p>Think, Pair, Share prompt: <i>Do you know someone who is an expert at something? Share it with your partner. Also share something you would like to become an expert at or about.</i></p>
	<p><b>explain</b> (verb) Elaboration: <i>During this lesson, I explain what words mean! When you want to tell someone else how to do something or about a topic you're an expert about, you tell that person what you know; you explain.</i></p> <p>Think, Pair, Share prompt: <i>Look at this picture. What do you think one person is explaining to the other?</i></p>
	<p><b>fearful</b> (adjective) Elaboration: <i>Last week we saw the word <b>fearless</b>—having courage or not being afraid. The suffix <b>less</b> means “without.” Without fear. Look at this word. The base word is again <b>fear</b>, and it has the suffix <b>ful</b>, which means “full of.” <b>Fearful</b> means full of fear, or afraid. When you feel fearful, you might also feel anxious.</i></p>

	<p><i>Just by changing the suffix, the words we make can be antonyms, or opposites.</i></p> <p>Think, Pair, Share prompt:  <i>Many situations can make people feel fearful. What situations can you and your partner think of?</i></p>
<b>Closing</b>	<p><i>This week, we're finding out about ourselves and each other as learners. The words we're studying will help us to talk about this, our texts, and other experiences we're having together.</i></p>
<b>Standards</b>	<p><b>SL.1.2:</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p><b>L.5:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.</p> <p><b>L.5.2.a:</b> Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p>
<b>Ongoing assessment</b>	<p>Use information gathered from each lesson to plan for embedded opportunities for teaching and reinforcing words.</p> <p>How do children interact with new and familiar words? Are they playful, curious, perplexed, disengaged?</p> <p>Do children connect words to personal experiences?</p> <p>What connections do children make between words they are learning and familiar words?</p> <p>How do children integrate learning from <i>Foundations</i> lessons and other developing morphological knowledge?</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>Keep a list to follow each child's vocabulary growth over time.</p>

<b>Notes</b>
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