

Unit 1: How We Learn in Our School Communities

WEEK 3 Days 1 & 2

Vocabulary & Language

Weekly Words

Weekly Question	How do we make sure that each member of our community can do their best learning?
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	collaborate: to work together compassionate: showing concern for others imagination: the ability to form new ideas or images in your mind, thinking about things that may not be real judge: to form an opinion about respect (v): to admire deeply; (n): admiration support: to give assistance sympathetic: showing care for understanding: aware of other people's feelings, sympathetic
Materials and Preparation	Choose four words to teach each day, following the steps of the Weekly Words routine. <ul style="list-style-type: none">• Week 3 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>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	<i>Let's continue learning our words for this week. Today's words are: _____, _____, _____, and _____.</i>

Teaching the words	<p>collaborate (verb) Elaboration: <i>So far in second grade you have had many opportunities to collaborate. When you collaborate, you don't just sit next to each other, you work together to accomplish something. You can collaborate with just one person or with a whole group!</i></p> <p>Think, Pair, Share prompt: <i>When are two times that you like to learn through collaborating with others?</i></p>
	<p>compassionate (adjective) Elaboration: <i>In the stories we are reading we see examples of characters feeling compassionate toward others.</i></p> <p>Think, Pair, Share prompt: <i>What examples can you think of?</i></p>
	<p>imagination (noun) Elaboration: <i>This child has used their imagination to create some kind of flying machine out of a box, a costume, and a story about travel.</i></p> <p>Think, Pair, Share prompt: Hold up a common object. <i>Use your imaginations: what could this become, besides just a plain old ____?</i></p>
	<p>judge (verb) Elaboration: <i>People do not always judge something in the same way, because we have different ideas and opinions about what we think is valuable or good or beautiful. A common expression is, "Judge for yourself." It means, decide what you think of something.</i></p> <p>Think, Pair, Share prompt: <i>Judge this:</i> Point to a common area of the classroom. <i>Is this a good space for learning? Tell your partner what you think about it and why.</i></p>
	<p>respect (verb, noun) Elaboration: <i>These two women respect each other. We can tell by their actions.</i></p>

	<p><i>People can demonstrate respect for others through a greeting, through the words they use, and through actions.</i></p> <p>Think, Pair, Share prompt: <i>What are some words or actions you use to show respect for someone?</i></p> <hr/> <p>support (verb) Elaboration: <i>Let's agree to support each other this year in our classroom. That will make this a great learning community!</i></p> <p>Think, Pair, Share prompt: <i>What is something someone can do to support you as a learner?</i></p> <hr/> <p>sympathetic (adjective) Elaboration: <i>Sympathetic is a synonym of compassionate. Both words mean showing care for others. When you feel sympathetic towards someone, you might say, "I know how you feel."</i></p> <p>Think, Pair, Share prompt: <i>With your partner, finish this sentence: "I am sympathetic when someone in my family ____."</i></p> <hr/> <p>understanding (adjective) Elaboration: <i>Here's another synonym of compassionate and sympathetic. In this image, it looks like the bigger kid is understanding about the little one not being quite sure about going in the water. In A Letter to My Teacher, the teacher was understanding with the student.</i></p> <p>Think, Pair, Share prompt: <i>What can you say or do to show someone that you feel understanding towards them?</i></p>
Closing	<p><i>This week, we're talking about how we can make sure each of us can do our best learning in our second grade classroom. The words we're studying will help us to talk about this, our texts, and other experiences we're having together.</i></p>
Standards	<p>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.</p>

	<p>L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.</p> <p>L.5.2.a: Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p>
Ongoing assessment	<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 phonics 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>

<p>Notes</p>
