

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

### WEEK 4 Day 5

#### Vocabulary & Language

##### Answering a Weekly Question

<b>Weekly Questions</b>	Week 3: How do we make sure that each member of our community can do their best learning? Week 4: Why is school important?
<b>Language Objective</b>	I can use new words to discuss a particular question with my classmates. (SL.1.2, L.6.2.a)
<b>Vocabulary:</b> <b>Week 3</b>	<b>collaborate:</b> to work together <b>compassionate:</b> showing concern for others <b>imagination:</b> the ability to form new ideas or images in your mind, thinking about things that may not be real <b>judge:</b> to form an opinion about <b>respect:</b> to admire deeply <b>support:</b> to give assistance <b>sympathetic:</b> showing care for <b>understanding:</b> aware of other people's feelings, sympathetic
<b>Week 4</b>	<b>ability:</b> skill or talent <b>commitment:</b> dedication to something or to an idea <b>education:</b> teaching or being taught about something, especially in school <b>equal rights:</b> when all people have access to the same things and ideas <b>government:</b> leadership of a country, state, or town <b>persistence:</b> the ability to keep going, even through challenges <b>quality:</b> being excellent <b>right:</b> what someone should have and be able to do

<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>• Week 4 Answering the Weekly Question sheets, one for each small group</li> <li>• pencils, one or two for each small group</li> <li>• Weekly Questions for Weeks 3 and 4, printed or projected</li> <li>• Weekly Words cards for Weeks 3 and 4</li> </ul> <p>Reflect on how children are working in small groups to date and the roles specific children take in these groups. Strategically assign children to groups of four, and plan where each group will work around the classroom.</p>
<b>Opening</b>	<p><i>Today we'll go back to the routine where you use Weekly Words to answer one of our Weekly Questions. You'll work in small groups.</i></p> <p>Re-introduce the Answering a Weekly Question routine:</p> <ul style="list-style-type: none"> <li>• Walk through the sheet, reading the directions. Read the two questions and show children where they can reference the Weekly Word cards.</li> <li>• Explain where each group will work.</li> <li>• Demonstrate the signal for finishing up small group work.</li> </ul> <p><i>You will work with your group to come up with one sentence that answers one of the Weekly Questions. Don't try to use all the words! Just use the ones that make sense in your answer.</i></p>
<b>Key Activity</b>	<p>To the extent needed, model the activity, inviting children to contribute. Answer children's questions about the routine and expectations.</p> <p>Distribute sheets and send children to work. Circulate to help children strategize through the routine, encourage equitable participation, observe interpersonal dynamics, and glean understanding about children's word use.</p>
<b>Closing</b>	<p><i>This routine is a way for you to show what you are learning about new words. Next time we use this routine, we'll come back together to share one or two of your answers.</i></p> <p>Share reflections about how the routine went and affirm children's efforts.</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.6.2.a</b> Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using adjectives and</p>

