

Unit 1: How We Learn in Our School Communities

WEEK 4 Days 1 & 2

Vocabulary & Language

Weekly Words

Weekly Question	Why is school important?
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	ability: skill or talent commitment: dedication to something or to an idea education: the act of learning and being taught, especially in school equal rights: when all people have access to the same things and ideas government: leadership of a country, state, or town persistence: the ability to keep going, even through challenges quality: being excellent right: what someone should have and be able to do
Materials and Preparation	Choose four words to teach each day, following the steps of the Weekly Words routine. Make sure to teach equal rights <i>after</i> teaching right . <ul style="list-style-type: none">• Week 4 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>ability (noun)</p> <p>Elaboration:</p> <p><i>We often think of what babies can't do, but look: this baby has the ability to crawl, and is working on the ability to walk!</i></p> <p>Think, Pair, Share prompt:</p> <p><i>What is an ability your partner has? Do you have that same ability?</i></p>
	<p>commitment (noun)</p> <p>Elaboration:</p> <p><i>"We're all in it together!" This expression shows that we feel a commitment to each other, to the team, to the goal we are aiming for. A commitment is a kind of promise. In our classroom community, we have made a commitment to ____.</i></p> <p>Think, Pair, Share prompt:</p> <p><i>How can you show that you have a commitment to making our classroom a positive place for all of us?</i></p>
	<p>education (noun)</p> <p>Elaboration:</p> <p><i>Education includes all of the things we are learning at school—writing, mathematics, science, reading, developing new skills with tools and materials... You come to school to get an education.</i></p> <p>Think, Pair, Share prompt:</p> <p><i>Why is education important?</i></p>
	<p>equal rights (noun) [Note: Teach after teaching right.]</p> <p>Elaboration:</p> <p><i>Equal means "same." If children here have the right to rest and play and learn, that's good for you. But if some children have to work and not receive an education, not everyone has equal rights.</i></p> <p>Think, Pair, Share prompt:</p> <p><i>Why is it important for children to have equal rights?</i></p>
	<p>government (noun)</p> <p>Elaboration:</p> <p><i>Our government includes the Mayor, councilors, and other people who make sure the people in our town have the services and resources they need.</i></p>

	<p>Think, Pair, Share prompt: <i>With your partner, share what you know about something the government of the United States does for people who live here.</i></p> <hr/> <p>persistence (noun) Elaboration: <i>It might take you a long time and a lot of practice to learn to do a perfect cartwheel. This requires persistence, trying it over and over and over again, even when you feel like giving up!</i></p> <p>Think, Pair, Share prompt: <i>Have we met any characters who showed persistence? What were they trying to accomplish?</i></p> <hr/> <p>quality (adjective) Elaboration: <i>This word can be used in different ways. Here, we are talking about education being “high quality,” which describes something that is valuable and well done or well made. This is a quality chair I’m sitting in—it’s comfortable, sturdy, and it won’t fall apart easily. A high quality education includes children having strong teachers—and good quality materials.</i></p> <p>Think, Pair, Share prompt: <i>What can communities do to make sure that all children receive a quality experience in school?</i></p> <hr/> <p>right (noun) Elaboration: <i>People have been talking and advocating for hundreds and hundreds of years about their rights—for fair pay, good housing for all, education, for example.</i></p> <p>Think, Pair, Share prompt: <i>Finish these sentences with your partner:</i> <i>You have a right to ____.</i> <i>I have a right to ____.</i> <i>We all have a right to ____ together.</i></p>
Closing	<p><i>This week, we’re talking about why school is important. 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 <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>

Notes
