

Unit 1: How We Learn in Our School Communities

WEEK 5 Days 1 & 2

Vocabulary & Language

Weekly Words

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| Weekly Question | What can we learn about school from communities in the United States and around the world? |
| 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 | accessible: able to be used by all deserve: to be in a position to receive something disability: a trait that might limit movement, senses, or other activities foundation: an organization or institution that offers money to support the work of other organizations or people independence: freedom to do things oneself pride: a feeling of pleasure in one's own accomplishments progress: forward movement, development toward something better raise: to lift up; to increase the amount of something |
| 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 5 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> |

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| Day 2 | <p><i>Let's continue learning our words for this week. Today's words are: _____, _____, _____, and _____.</i></p> |
| Teaching the words | <p>accessible (adjective) Elaboration: <i>This swimming pool was designed to be accessible for people who cannot easily use stairs or a ladder to get into the water.</i></p> <p>Think, Pair, Share prompt: <i>Sometimes we hear announcements on the loudspeaker here at school. What tool might make these announcements accessible to someone who does not hear?</i></p> |
| | <p>deserve (verb) Elaboration: <i>You all deserve a high quality education; it's your right. You deserve it just because you are children. People also say that workers deserve a raise—more money at a job—when they have been working really hard.</i></p> <p>Think, Pair, Share prompt: <i>Little babies aren't ready to go to school yet. What do you think little babies deserve to help them grow healthy and happy?</i></p> |
| | <p>disability (noun) Elaboration: <i>A disability is a challenge. It makes it hard, but not impossible, to do some things. We can all help people with any disability by making sure we include each other.</i></p> <p>Think, Pair, Share prompt: <i>Say you want to design a chair for people with a certain kind of disability. What would you consider in your design?</i></p> |
| | <p>foundation (noun) Elaboration: <i>A building's foundation allows it to stand up. This is a different kind of foundation. A foundation is made of people who give and collect money to give to certain projects. For example, this foundation might give money so schools can buy computers.</i></p> <p>Think, Pair, Share prompt:</p> |

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| | <p><i>If you created a foundation to have a positive impact in your community, what kind of project would that foundation support with money?</i></p> |
| | <p>independence (noun) Elaboration: <i>If you offered to help this child as she tries to put her shoes on, she might say, "I can do it!" She is working toward her independence.</i></p> <p>Think, Pair, Share prompt: <i>What is something that helps you or your family have independence?</i></p> |
| | <p>pride (noun) Elaboration: <i>This athlete from Brazil probably feels pride in herself because she won a medal. She shows that she feels pride in being part of her country's community by holding a flag.</i></p> <p>Think, Pair, Share prompt: <i>Talk about a time when you felt pride in yourself or in your community.</i></p> |
| | <p>progress (noun) Elaboration: <i>All through second grade, you will make progress as readers! You will become stronger and stronger readers. These builders are making progress on this house, getting it built, bit by bit.</i></p> <p>Think, Pair, Share prompt: <i>Why might making progress require persistence?</i></p> |
| | <p>raise (verb) Elaboration: <i>The verb raise has several meanings. In each of them, though, there is an idea of more or going up. When Ovella's community raised money, they got more money. When we raise the roof, we make a building taller. When I raise my expectations, I think you are able to do more.</i></p> <p>Think, Pair, Share prompt: <i>What is something you might like to raise money for? Why?</i></p> |

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| Closing | <i>This week, we're learning about what school is like in different places, in the United States and around the world. The words we're studying will help us to talk about this, our texts, and other experiences we're having together.</i> |
| 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> |

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