

WEEK 6 Day 5

Vocabulary & Language

Answering a Weekly Question

Weekly Questions	<p>Week 5: What can we learn about school from communities in the United States and around the world?</p> <p>Week 6: What do we know and what can we find out about our school?</p>
Language Objective	I can use new words to discuss a particular question with my classmates. (SL.1.2, L.6.2.a)
Vocabulary: Week 5	<p>accessible: able to be used by all</p> <p>deserve: to be in a position to receive something</p> <p>disability: a trait that might limit movement, senses, or other activities</p> <p>foundation: an organization or institution that offers money to support the work other organizations or people</p> <p>independence: freedom to do things oneself</p> <p>pride: a feeling of pleasure in one's own accomplishments</p> <p>progress: forward movement, development toward something better</p> <p>raise: to lift up; to increase the amount of something</p>
Week 6	<p>activist: someone who advocates and works for change</p> <p>advocate: to strongly suggest or recommend</p> <p>audience: an individual or group for whom a piece of writing is composed</p> <p>data: information collected from experiences and other resources</p> <p>improve: to make better</p> <p>investigate: to carry out research to make a discovery</p> <p>present: to give in a formal way</p> <p>voice: the right to express one's opinion</p>
Materials and Preparation	<ul style="list-style-type: none"> • Week 6 Answering the Weekly Question sheets, one for each small group • pencils, one or two for each small group • Weekly Questions for Weeks 5 and 6, printed or projected • Weekly Words cards for Weeks 5 and 6 • chart paper and markers (2 different colors)

	Strategically assign children to groups of four, and plan where each group will work around the classroom.
Opening	<p><i>This week we go back to the Answer a Weekly Question routine. Today, after you work in small groups, we'll save a few minutes to share one of your sentences with the whole class.</i></p> <p>Briefly model any parts of the activity with which children have been struggling.</p>
Key Activity	<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> <p>While children work, select one group to present their response to the class. Have the group identify one or two members who will read the response aloud.</p> <hr/> <p>After about 7 minutes, signal for children to finish their answers and return to the whole group.</p> <p>Invite the reader(s) from the selected group to present their response by first reading the Weekly Question they chose and then their response. <i>Please read your response slowly so I can write it down.</i> Write the response on the chart paper.</p> <p><i>Let's see which Weekly Words they used! I'll read it again, and you can let me know when you hear a Weekly Word.</i></p> <p>Read the response aloud, slowly, and pause as children identify Weekly Words. Circle those words with the contrasting marker. Invite children from other groups to signal if they also used any of the same words. Highlight the meaning of the word as different groups used it, noting its similarities and/or differences in context and usage.</p>
Closing	<p>Spend a minute reflecting together on this activity: What is fun about it? What is challenging? How do children decide which words to use?</p> <p><i>Next week we go back to the Making and Using New Words routine.</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.6.2.a Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy).</p>

Ongoing assessment	<p>Listen to children’s conversations as they work. How accurately do children use words in context? What contributions do they make to the construction of a response to a specific question?</p> <p>Observe children’s interactions in small groups. How effectively do children work in their groups? What roles do they take on?</p> <p>Reflect on the whole group sharing of one group’s response. What more was revealed about children’s understanding and application of words?</p> <p>Review each sheet. Use children’s answers to inform planning for successive lessons, reteaching words, and informal conversations with individual children.</p> <p>Reflect on the routine. What worked well? What will need to be reinforced in the Week 8 lesson to make it run more smoothly?</p>
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