

Unit 1: How We Learn in Our School Communities

WEEK 7 Days 1 & 2

Vocabulary & Language

Weekly Words

Weekly Question	How can I contribute to my school community?
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	clever: quick to understand contribute: to give to help achieve a goal leader: a person who leads a group recognize: to identify, from having seen someone or something before resolve: to find a solution responsibility: duty or task that a person has to do, that others count on them to do simplify: to make something easier, less complicated trait: a quality or characteristic that distinguishes one from another
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 7 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>clever (adjective) Elaboration: <i>Louis Braille was so clever in coming up with ways to understand the world, even with his disability of blindness.</i></p> <p>Think, Pair, Share prompt: <i>What other clever characters have we met in books so far this year? What makes you say they are clever?</i></p>
	<p>contribute (verb) Elaboration: <i>Julius Rosenwald contributed to building schools for Black communities in the 1800s, and the communities contributed, too.</i></p> <p>Think, Pair, Share prompt: <i>What have women in Wangari Maathai’s community contributed to their country, Kenya, and the world?</i></p>
	<p>leader (noun) Elaboration: <i>Wangari Maathai is one kind of leader—she led a community to act on an important idea.</i></p> <p>Think, Pair, Share prompt: <i>What other kinds of leaders do you know?</i></p>
	<p>recognize (verb) Elaboration: <i>This young kid goat and its mother recognize each other by sight and also by voice.</i></p> <p>Think, Pair, Share prompt: <i>What qualities helps us recognize someone as a leader?</i></p>
	<p>resolve (verb) Elaboration: <i>All day long, every day, we work to resolve big and small challenges or problems—with materials, how things work, disagreements.</i></p> <p>Think, Pair, Share prompt: <i>What should this child do first to start to resolve the problem of the flat tire? Then what?</i></p>
	<p>responsibility (noun) Elaboration:</p>

	<p><i>When people take care of their responsibilities, their communities work better.</i></p> <p>Think, Pair, Share prompt: <i>Quickly with your partner, take turns naming as many of your own responsibilities as you can. They can be in or out of school responsibilities. Go!</i></p> <hr/> <p>simplify (verb) Elaboration: <i>If you can't figure out what to do, you can ask someone to simplify the directions, to not have so many steps for getting it done.</i></p> <p>Think, Pair, Share prompt: <i>When you are working on a complicated task, what can you do to simplify it?</i></p> <hr/> <p>trait (noun) Elaboration: <i>The characters we meet in our texts have traits that help move the story along. Sympathetic, understanding, compassionate, and clever are traits we have seen. These children are helpful; that's also a trait.</i></p> <p>Think, Pair, Share prompt: <i>What would you say are three of your most important traits? Take turns with your partner. You can say, "One of my traits is ____."</i> Or: <i>Tell your partner a trait that you notice and appreciate about them. You can say, "One trait I like about you is ____."</i></p>
Closing	<p><i>This week, we're talking about how we can contribute to, or make a positive difference in, our own school community. 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>
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<p>Notes</p>
