

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

### WEEK 8 Days 1 - 4

#### Vocabulary & Language

##### Weekly Words

<b>Weekly Question</b>	How do schools contribute to strong communities?
<b>Language Objectives</b>	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)
<b>Vocabulary</b>	Choose words from previous weeks. Review notes about children's vocabulary development and use. Choose words that children will particularly benefit from review. These may include words children struggle to use appropriately, words that can be used across contexts, and words that are particularly relevant to the life of the classroom community.
<b>Materials and Preparation</b>	There are no Language lessons this week. Choose three or four words to review each day. See guidance below, Reviewing the words. <ul style="list-style-type: none"><li>• selected Weekly Words cards</li><li>• chart paper</li></ul> Create a chart by writing out the selected words and their definitions.
<b>Opening Day 1</b>	<i>This week we will review some familiar words. These are especially important for us to understand as we think about ourselves as learners and about building a healthy learning community for everyone. Today's words are: _____, _____, _____, and _____.</i>
<b>Days 2-4</b>	<i>Let's continue reviewing words. Today's words are: _____, _____, _____, and _____.</i>
<b>Reviewing the words</b>	Rather than strictly following the Weekly Words routine, engage children in active discussion and application of each word in some of the following ways, according to what is most fruitful for the group.

	<p>Say the word and show the card. Give an example of when it has been used.</p> <p>Ask children where they have heard the word or in what context they have used it. Ask them what they understand about its meaning based on context.</p> <p>Ask children to use the word in a sentence related to a different context.</p> <p>Invite children to act out the word with gestures or whole-body motion.</p> <p>Break the word into parts and discuss the meaning of each part.</p> <p>List synonyms and antonyms.</p> <p>Offer a prompt for children to discuss with a partner.</p>
<b>Closing</b>	<p><i>This is our last week with our study, How We Learn in Our School Communities. These words all help us talk about this topic in precise and meaningful ways. We can also use these words to discuss other topics!</i></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.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.</p> <p><b>L.5.2.a</b> Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p>
<b>Ongoing assessment</b>	<p>Use information gathered from each lesson to plan for embedded opportunities for teaching and reinforcing words.</p> <p>How broadly do children understand word meanings; do they use words across different contexts?</p> <p>How do diverse modes of interacting with words bring them alive for particular children?</p> <p>What misconceptions remain about specific words?</p> <p>How do children integrate learning from phonics lessons and other developing morphological knowledge?</p> <p>Keep a list to follow each child's vocabulary growth over time.</p>