

Unit 3: Connecting Places, Connecting People

WEEK 1 Days 1 & 2

Vocabulary & Language
Weekly Words

Weekly Question	What helps us understand a place?
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	bond: a strong, positive feeling or shared interest that brings people together connect: to join together, to link custom: a way of acting that is usual for a person or group foreign: having to do with a country that is not one's own; unfamiliar identity: all of the parts that communicate how a person or thing is known immigrant: someone who comes from one place to settle in another place infer: to make a guess based on facts and observation unfamiliar: not known or recognized
Materials and Preparation	Choose four words to teach each day, following the steps of the Weekly Words routine. Note: The words identity and infer are also defined explicitly and explored in context as part of the Text Talk lesson on Day 2. They should still be included in the Weekly Words chart. <ul style="list-style-type: none"> ● Week 1 Weekly Words cards ● Week 1 Weekly Words slides ● 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>This week's Weekly Words are ones we can use to talk about places and people who live in them. Today's words are: _____, _____, _____, and _____.</i>

	<p>As children rate their knowledge of each word, ask a few children to share their ideas about the word. Use this opportunity to highlight connections, similarities, and differences to other words used in the classroom, remarking on parts of speech and morphology and affirming children’s word knowledge.</p> <p>As children respond to the Think, Pair, Share prompts, encourage them to use the word as they speak. Offer sentence stems where it might be helpful.</p>
Day 2	<p><i>Let’s continue learning our words for this week. Today’s words are: _____, _____, _____, and _____.</i></p>
Teaching the words	<p>bond (noun) Elaboration: <i>A bond is a connection, a feeling of closeness. We create bonds with people who enjoy activities we enjoy, or with people who feel the same way we do about something. It feels good to have a bond with someone.</i></p> <p>Think, Pair, Share prompt: <i>How would you describe the bond between this person and her dog? Why might this bond be important?</i></p> <hr/> <p>connect (verb) Elaboration: <i>People find lots of ways to connect with others who are close by and far away. This group of people is gathered close together, so we can infer that they know each other well; they are connected to each other. And it looks like they are also connecting with other people they care about who are not close by, through technology.</i></p> <p><i>Let’s add a suffix: -tion. When we do, we get a noun, “connection.” “Connection” and “bond” are synonyms.</i></p> <p>Think, Pair, Share prompt: <i>What are two ways you connect with people you care about?</i></p> <hr/> <p>custom (noun) Elaboration: <i>Greetings are one kind of custom. In India, Nepal, and Bangladesh, people have a custom of greeting each other with this gesture and the word “Namaste.” It is a greeting that shows great respect and also joy.</i></p>

Other examples of customs are how a group of people celebrates special holidays, how they dress, and the music, art, and dances they create.

Think, Pair, Share prompt:

What is a special custom in your family or community? [Offer a relevant, local example or a particular school custom.]

foreign (adjective)

Elaboration:

If something is not familiar to you, it's foreign. Often, the adjective "foreign" describes something that is unfamiliar because it comes from a different place. A foreign language is one that is spoken in a different country.

When we add the suffix -er to "foreign" we get "foreigner." The word becomes a noun meaning a person from another country.

Think, Pair, Share prompt:

*What foreign language would you like to learn to speak?
What foreign country would you like to visit?*

identity (noun)

Elaboration:

The language you speak, the things you love to do, the way you look, the place your family comes from... these are parts of your identity—who you are and how people know you.

Think, Pair, Share prompt:

What are some important parts of your identity?

immigrant (noun)

Elaboration:

People move from one country to another for many different reasons. They bring important things with them. There are often many things immigrants have to figure out, because they are in a new place.

Think, Pair, Share prompt:

*What are some things you could do to make a new immigrant feel welcome here in Maine?
If you or your family are immigrants, what are some things you can do to make another new immigrant feel welcome here?*

infer (verb)

	<p>Elaboration: <i>Sometimes we don't get a lot of information just from what someone says or just from words in a text. We can pay attention to facial expressions, body language, illustrations, and other clues to get more meaning.</i></p> <p>Think, Pair, Share prompt: <i>What do you infer about how these children are feeling based on what you see in the photo?</i></p> <hr/> <p>unfamiliar Elaboration: <i>The prefix "un" means not. "Familiar" means we have seen it before, or we know about it. This bird called a vermilion flycatcher is unfamiliar because it doesn't live around here. What bird is more familiar?</i></p> <p>Think, Pair, Share prompt: <i>When you see something that is unfamiliar, you might feel excited, or you might feel nervous. Imagine you are an immigrant from a place where it never snows, and now that you are living in Maine and there is a big snow storm. The snow is unfamiliar to you! How might you feel?</i></p>
Closing	<p><i>This week we are thinking about how we can understand places. The words we're studying this week 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>Standard 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? Do children connect words to personal experiences?</p>

	<p>What connections do children make between words they are learning and familiar words? How do children integrate learning from phonics lessons and other developing morphological knowledge? 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? 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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Notes