

Unit 3: Connecting Places, Connecting People

WEEK 2 Days 1 & 2

**Vocabulary & Language**  
Weekly Words

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| <b>Weekly Question</b>           | What can we learn by exploring stories and music from different places?   |
| <b>Language Objectives</b>       | I can talk with my classmates about words. (SL.1.2)<br>I can define and use new words. (L.5)<br>I can connect words to my own real-life experiences. (L.5.2.a)  |
| <b>Vocabulary</b>                | <b>beat:</b> a repeated sound, as played on a drum<br><b>evoke:</b> to bring forward in the mind or in action<br><b>melody:</b> the main tune of the music<br><b>pitch:</b> the high or low quality of a sound<br><b>rhythm:</b> regular, repeated pattern of sound<br><b>tempo:</b> speed that a piece of music is played<br><b>tune:</b> musical sounds with a melody and sometimes harmony<br><b>volume:</b> amount of sound; loudness   |
| <b>Materials and Preparation</b> | Choose four words to teach each day, following the steps of the Weekly Words routine. <ul style="list-style-type: none"> <li>● Week 2 Weekly Words cards</li> <li>● Week 2 Weekly Words slides</li> <li>● chart paper</li> </ul> <p>Create the week’s Weekly Words chart by writing out the Weekly Words and their definitions. Add icons, sketches, or images as needed.</p> <p>Note: Many of the slides include audio as part of the elaborations and prompts. If using the word cards only (and not the slides), alternatives are suggested.</p> |
| <b>Opening Day 1</b>             | <i>This week’s Weekly Words are ones we can use to talk about how stories and music help us understand different places. Today’s words are: _____, _____, _____, and _____.</i>   |

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|                                  | <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>   |
| <p><b>Teaching the words</b></p> | <p><b>beat</b> (noun)<br/> Elaboration:<br/> <i>If you are listening to music and clapping along, you are usually clapping to the beat. Let’s try it.</i></p> <p>If using the slides:<br/> Click on the video to play the audio, and have children clap, stomp, or tap to the beat.</p> <p>If not using the slides:<br/> Sing a tune, and have children clap, stomp, or tap to the beat.</p> <p>Think, Pair, Share prompt:<br/> <i>Tell your partner: how did you know when to clap your hands? How did you find the beat?</i><br/> Replay recording so children can reference it.</p> <hr/> <p><b>evoke</b> (verb)<br/> Elaboration:<br/> <i>Maybe people find that the ocean evokes feelings of calm, especially the sound of waves lapping at the shore. For other people, the ocean might evoke the feeling of wanting to run and jump right in!</i></p> <p>Think, Pair, Share prompt:<br/> <i>Close your eyes. Imagine yourself in a busy park. What feeling does that evoke in you?</i></p> <hr/> <p><b>melody</b> (noun)<br/> Elaboration:<br/> <i>This person is playing a piece of music on the piano. Even though she is playing many notes and sounds, there is a strong tune you could hum along to—the main part of the music. That’s called the</i></p> |

*melody.*

If using the slides:

*I'm going to play a popular melody; see if you can guess the song.*

*[Click on the video to play just the audio.]*

*How did you know the song?*

If not using the slides:

Hum a familiar tune, such as "Twinkle, Twinkle Little Star."

Think, Pair, Share prompt:

*Tell your partner about a song you love. Sing a little bit of it.*

*How does that melody make you feel?*

**pitch** (noun)

Elaboration:

*This word has lots of meanings you may have heard. In baseball, one player throws a **pitch** to the batter. A hill can have a steep **pitch** [make a hand gesture]. In music, the **pitch** is how high or low a sound is.*

If using the slides:

Whole group prompt:

*Let's listen to some sounds together and identify them as high and low. [Click on each image to play just the audio, not the video.]*

If not using the slides:

Think, Pair, Share prompt:

*Practice making some sounds with high and low pitches. Identify which is which.*

**rhythm** (noun)

Elaboration:

*You can speak a rhythm, write a rhythm, play a rhythm. Let's try this one.*

Indicate and read the bottom rhythm, having children repeat after each phrase:

**Tiki-ta Tiki-ta | Ta-tiki Ta-tiki | Ta-ka tiki-tiki | Ta - ah**

*This is how the rhythm is written as musical notes.*

Think, Pair, Share prompt:

*Can you create your own rhythm and teach it to your partner?*

**tempo** (noun)

Elaboration:

*Many things can go fast or slow or at medium speed. In music, we call this the tempo. A metronome is a tool that musicians use to*

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|                  | <p><i>keep their tempo steady. They set it at a particular speed, and the little arm goes back and forth at this same speed without stopping or changing, making a clicking noise as it moves back and forth. You can also keep the tempo by tapping your knee with your hand, or tapping your foot.</i></p> <p>If using the slides:<br/><i>Let's see how it works.</i><br/>[Play the video.]</p> <p>Think, Pair, Share prompt:<br/><i>Do you prefer music with a fast tempo or a slow tempo? Why?</i></p> <hr/> <p><b>tune</b> (noun)<br/>Elaboration:<br/><i>These children are learning to play an instrument called a recorder. They are probably starting with a very simple tune so they can learn where to put their fingers to make the sounds and how to read the music. That tune can also be called the melody.</i></p> <p>If using the slides:<br/><i>Let's listen.</i><br/>[Click on the video, just to play the audio.]</p> <p>Think, Pair, Share prompt:<br/><i>If you could play any instrument, what is a tune might you like to play? Try to hum that tune to your partner.</i></p> <hr/> <p><b>volume</b> (noun)<br/>Elaboration:<br/><i>We use our voices at different volumes in the classroom depending on what we are doing. When we are in Studios, our voices tend to be at a higher, or louder, volume than when we are writing or working in Stations.</i></p> <p>Think, Pair, Share prompt:<br/><i>Look at the images. Describe what you see.</i></p> |
| <b>Closing</b>   | <p><i>This week we are thinking about how music and stories can help us learn about different 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>   |
| <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>  |

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|                                  | <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>   |
| <p><b>Ongoing assessment</b></p> | <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?<br/> Do children connect words to personal experiences?<br/> What connections do children make between words they are learning and familiar words?<br/> How do children integrate learning from these lessons and other developing morphological knowledge?<br/> 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?<br/> 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> |

**Notes**