

Unit 3: Connecting Places, Connecting People

WEEK 3 Days 1 & 2

Vocabulary & Language
Weekly Words

Weekly Question	What can we learn by exploring stories and music from different places?
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	belief: an idea that is accepted as true; a strong opinion compare: to notice similarities and differences difference: a way that things are not alike emotion: feeling faith: confidence and belief in journey (n): long trip from one place to another; (v): to go on a trip, to travel similarity: a way that things are alike worldview: a way of thinking about the world, a person’s whole perspective
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 3 Weekly Words cards ● Week 3 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 how we understand people and places we are learning about, and what we already think about things based on our own experiences.</i> <i>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>belief (noun) Elaboration: <i>We hold our beliefs inside ourselves. We make decisions and act according to our beliefs. People in many communities hold the belief that the best way to solve problems is with cooperation; others hold the belief that each person needs to solve their own problems. Your teacher has a strong belief that _____ [all children can learn].</i></p> <p>Think, Pair, Share prompt: <i>What is one belief that is important to you? What do you think is true?</i></p> <hr/> <p>compare (verb) Elaboration: <i>We can compare all kinds of things: foods, shoes, people, ideas, places, activities like sports, or works of art. When we compare, we notice both the qualities that are the same and those that are different. Here are two instruments, a tuba and a trumpet. Let’s listen. [Play each clip (each only a few seconds).]</i></p> <p>Think, Pair, Share prompt: <i>Compare these two instruments. Think about how they look and how they sound. Name the similarities and the differences you notice.</i></p> <hr/> <p>difference (noun) Elaboration: <i>These are two of the same kind of bird; they are cardinals. The one on the left is a female and the one on the right is a male. That’s one difference, something that is not alike. What other differences can</i></p>

we find?

Think, Pair, Share prompt:

What are some differences between you and your partner?

emotion (noun)

Elaboration:

We have many, many different emotions, or feelings, and we experience them in response to things that happen or things we are thinking about. I might have an emotion of sadness because my friend moved away; I might have an emotion of joy or excitement when we get to visit each other again! There are no emotions that are good or bad; they are just the ways we feel.

Whole group prompt:

Name one emotion, and say when you have felt that way.

faith (noun)

Elaboration:

Faith is related to “belief.” Having faith is about believing in something we cannot see. We can have faith in others, in ourselves, and in ideas.

These marks around the earth are symbols that represent different faiths. You might see one or more that you recognize.

This little one is just learning to walk independently. The grown up is letting the toddler go on their own, with faith that they will do it!

Think, Pair, Share prompt:

What connections do you make to this word? What do you have faith in—what do you believe in?

journey (noun and verb)

Elaboration:

This word can be used as a noun—a long trip from one place to another—or as a verb—to travel.

The people on this bus are taking a journey in South America. It looks like they are journeying through mountains.

Think, Pair, Share prompt:

Try to use the word as both a noun and a verb!

If you were to go on a journey, where might you go?

How would you journey to that place?

similarity (noun)

	<p>Elaboration: <i>These are two different kinds of butterflies: a monarch on the top, and a viceroy on the bottom. There are things about them that are alike. Let's name some of these similarities</i></p> <p>Think, Pair, Share prompt: <i>What are some similarities between you and your partner?</i></p> <hr/> <p>worldview (noun) Elaboration: <i>Worldview is a compound word—two smaller words put together: “world” and “view.” This person is looking out to a wide environment, and maybe also having thoughts about the places they see, communities, and ideas, and how they all go together and make sense. Part of my worldview is appreciating what different people can learn from each other.</i></p> <p>Think, Pair, Share prompt: <i>Think back to the drum dream girl. Can you describe her worldview? What did she believe about how things could be?</i></p>
Closing	<p><i>This week we are continuing to think about places around the world and how we can learn about them. 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>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? What connections do children make between words they are learning and familiar words? How do children integrate learning from these lessons and other developing morphological knowledge?</p>

