

Unit 3: Connecting Places, Connecting People

WEEK 4 Days 1 & 2

Vocabulary & Language
Weekly Words

Weekly Question	How are people connected in and across communities?
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	<p>anticipation:the feeling of being hopeful or nervous about something that will soon happen</p> <p>collective: relating to a group of individuals, considered all together</p> <p>determined: focused on achieving a goal</p> <p>homage: a way to show respect for something or someone</p> <p>humanity: all people</p> <p>individual: referring to one person</p> <p>legacy: lasting reputation or impact</p> <p>reputation: the way a person or thing is thought of by others</p>
Materials and Preparation	<p>Choose four words to teach each day, following the steps of the Weekly Words routine.</p> <ul style="list-style-type: none"> ● Week 4 Weekly Words cards ● Week 4 Weekly Words slides ● chart paper <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>
Opening Day 1	<p><i>This week’s Weekly Words are ones we can use to talk about how people are connected to each other within their own communities and from one community to another. Today’s words are: _____, _____, _____, and _____.</i></p>

	<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>anticipation (noun) Elaboration: <i>The balloon is going to burst! We can see this child’s anticipation in the way she holds her ears. What kind of anticipation does she feel? Maybe excited, maybe nervous, maybe some of both!</i></p> <p>Think, Pair, Share prompt: <i>Imagine you are traveling to a new place or going to see your family far away. What does your anticipation feel like?</i></p> <hr/> <p>collective (adjective) Elaboration: <i>When we make a collective decision, we think about all the people involved and what is good for the whole group, not only about what each person wants.</i></p> <p>Think, Pair, Share prompt: <i>What is one example of a collective decision we have made in our classroom to make it a good place for all learners?</i></p> <hr/> <p>determined (adjective) Elaboration: <i>This child has to be determined to master the climbing bars. She has decided that she is going to do it, and she does not look like she is going to give up.</i></p> <p>Think, Pair, Share prompt: <i>Can you think of a time when you or someone you know has been determined to do something? Try to think of something that seemed really hard, and that you had to promise yourself that you were going to do anyway.</i></p>

homage (noun)

Elaboration:

In their book, Dream Street, two cousins, the writer Tricia Elam Walker and the artist Ekoa Holmes, pay homage to the neighborhood they love and where they grew up. They give respect to a place they love through writing and collages.

Think, Pair, Share prompt:

*Who is someone or what is a place you would give homage to?
What would you do to show your respect for that person or place?*

humanity (noun)

Elaboration:

When we talk about humanity, we are referring to all people, all around the world. We might think about a wish for humanity, such as for happiness for all humanity, or for peace between all countries.

Think, Pair, Share prompt:

What is something that you think is important for humanity—all people—to think about or to do?

individual (adjective)

Elaboration:

*Sometimes we work on a collective task, all together, like when we wrote a letter to _____ to advocate for _____. [Refer to the Unit 1 project or another group endeavor.]
Other times I ask you to do an individual task—to do something all by yourself—like an assessment.*

Think, Pair, Share prompt:

Think of an individual activity you have done, briefly describe it, and talk about how you felt about it.

legacy (noun)

Elaboration:

In Kenya and all around the world, people plant trees to protect the health of the environment for all living things. This is part of the legacy of Wangari Maathai—the impact she has through her life and work.

[If known and relevant, make a connection to the person for whom the school is named: *Our school is named for _____, who _____; a commitment to education/equal rights/etc. is part of their legacy.*]

Think, Pair, Share prompt:

	<p><i>What legacy can you imagine having? You could say, "I want my legacy to be that _____."</i></p> <p>reputation (noun) Elaboration: <i>The New England area has a reputation for being a place where sports are important to many people. Even people who don't really watch sports can say that New England is known for this.</i></p> <p>Think, Pair, Share prompt: <i>Can you think of a place that has a reputation for something special—a good place to eat, a good place to play, a good place to visit in the summer? What is the place, and what is its reputation?</i></p>
Closing	<p><i>This week we are thinking about how people are connected to each other. 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? 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>