

Unit 3: Connecting Places, Connecting People

WEEK 5 Days 1 & 2

Vocabulary & Language
Weekly Words

Weekly Question	How are community traditions passed down and shared?
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	arrange: to put in a certain order devote: to commit to something, to keep working hard at it generation: all of the people born and living at about the same time, or all of the people of about the same age layer: to arrange something out flat on top of something else reveal: to show something that was unknown textile: a woven fabric tradition: belief or custom that is handed down weave (v): to lace together threads to create a fabric; (n): the pattern or construction of a fabric
Materials and Preparation	Choose four words to teach each day, following the steps of the Weekly Words routine. Note: Several of these words are at least briefly defined in the Day 1 Text Talk lesson (<i>arrange, textile, tradition, weave</i>); plan instruction so that the Vocabulary and Text Talk lessons effectively reference the other. <ul style="list-style-type: none">● Week 5 Weekly Words cards● Week 5 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.

<p>Opening Day 1</p>	<p><i>This week's Weekly Words are ones we can use to talk about how special things about culture—traditions—are shared among people. 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>
<p>Day 2</p>	<p><i>Let's continue learning our words for this week. Today's words are: _____, _____, _____, and _____.</i></p>
<p>Teaching the words</p>	<p>arrange (verb) Elaboration: <i>Someone decided to arrange these crayons in a particular order, according to the rainbow. Objects can be arranged this way—by color—or by any other order, such as by number, by size, in alphabetical order, or by how often something gets used. People decide to arrange things in certain ways for different reasons.</i></p> <p>Think, Pair, Share prompt: <i>Think about the place where we keep _____ [supplies for Studios, books, writing and drawing tools, coats and backpacks, etc; name a place appropriate for the classroom] OR Think about where your family keeps groceries. Describe to your partner how things are arranged. Why are they arranged that way?</i></p> <hr/> <p>devote (verb) Elaboration: <i>Yoko Miwa and her band are musicians. They devote themselves individually to playing their instruments as well as they can, and, collectively, to playing well together. They also devote a lot of time to practicing!</i></p> <p>Think, Pair, Share prompt: <i>Why might it be important for a musician to devote herself to practicing?</i></p> <hr/> <p>generation (noun)</p>

Elaboration:

This photo shows people grouped by generation: with older people in front, teenagers in the back, younger children behind them, and people in between on the side.

Think, Pair, Share prompt:

*How many generations of people do you have in your family now?
How many generations live together with you?*

layer (verb)

Elaboration:

We saw this word, “layer,” as a noun in Unit 2: a layer of dirt. Now we can use it as a verb—an action of putting something on top of something else.

Look how this person layers the paint, one color right on top of another. Layering the paint creates a special effect of more complex colors.

Think, Pair, Share prompt:

What might you layer on a bed? Why?

reveal (verb)

Elaboration:

Opening a box reveals what’s inside.

Opening a book reveals its story!

Think, Pair, Share prompt:

When the curtain opens, what might it reveal? What’s behind that curtain?

textile (noun)

Elaboration:

Textiles come in endless colors and patterns. Often, the weave of a textile follows the traditions of a community—its designs, colors, and what the threads are made of.

Think, Pair, Share prompt:

Most of our clothing is made of textiles. Describe a textile you are wearing. What do you like about it?

tradition (noun)

Elaboration:

At celebrations or holidays, people follow certain traditions. They may eat certain foods, sing certain songs, tell certain stories, wear

	<p><i>certain kinds of clothing, and do certain activities. At the Lunar New Year, people often exchange red envelopes with coins inside, as a promise of good fortune for the coming year.</i></p> <p>Whole group prompt: <i>Tell your partner about something you celebrate and some of the traditions you follow.</i></p> <hr/> <p>weave (verb, noun) Elaboration: <i>People all around the world weave fabric by hand, on very simple cardboard box looms, and on very complex looms. Most of the clothes we wear are made from fabric that has been woven on machine looms. No matter how it's done, weaving happens when threads going two different directions are laced together—over, under, over, under—to make a single piece of cloth. We can describe the noun, weave, by saying that it is colorful, or striped, or thick, or made of cotton.</i></p> <p>Think, Pair, Share prompt: <i>If you could weave something, what would it be? How would you use it? What kind of yarn, ribbon, or string would you use to weave it? What colors would you use?</i></p>
Closing	<p><i>This week we are continuing to think about how people share the traditions of their communities. 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?</p>

	<p>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>
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Notes