

Unit 3: Connecting Places, Connecting People

WEEK 6 Days 1 & 2

Vocabulary & Language
Weekly Words

Weekly Question	What are some of our stories?
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	culture: the beliefs, customs, arts, and traditions of a place or group of people diversity: the quality of having many different kinds of people in a place enrich: to improve the quality of something heritage: the cultural history of a group of people immigration: the act of moving to one country from another population: a particular group or type of people (or animals) living in an area portrait: a short biography or an image of a person thrive: to grow and develop well
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 6 Weekly Words cards ● Week 6 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 the ways people’s identities shape and contribute to our stories. 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>culture (noun) Elaboration: <i>Culture is an idea that includes many parts: how a group of people does things, how they communicate, what they believe, how they celebrate, what games they play, how they dress, what they eat, how they interact in their families, what education is like... Culture is everything we do!</i></p> <p>Think, Pair, Share prompt: <i>What is something you do with your friends or family that communicates something about your culture?</i></p> <hr/> <p>diversity (noun) Elaboration: <i>Some places have a lot of diversity—so many different people contributing their ideas and traditions.</i></p> <p>Think, Pair, Share prompt: <i>How does the diversity of the texts we read help us understand communities around the world?</i></p> <hr/> <p>enrich (verb) Elaboration: <i>We enrich garden soil by adding worms—the worms give the soil air and nutrients required for healthy plants.</i> <i>We can enrich our minds by reading to get new ideas.</i></p> <p>Think, Pair, Share prompt: <i>Talk together about a time when reading gave you a new idea.</i></p> <hr/> <p>heritage (noun) Elaboration:</p>

Spanish is the language this family speaks at home. It is part of their heritage. The mother speaks Spanish and passes the language, part of her heritage, on to her children.

Along with language, a person's heritage might also include ways of cooking and eating, traditions, and ways of communicating. For example, you could say that "Storytelling is part of my heritage," if your family includes storytellers through the generations.

Think, Pair, Share prompt:

What is part of your heritage? What is something you believe, think, or do that comes from your family or community?

immigration (noun)

Elaboration:

We have seen the word "immigrant"—someone who comes from one place to settle permanently in another place. We can see that "immigration" is related to the word "immigrant." When we talk about immigration, we often refer to groups of people who settle in a new country. We can use this word to describe, for example, how the immigration of people from _____ [use a classroom-appropriate place] to the United States makes the country a more diverse and interesting place.

Think, Pair, Share prompt:

What are some ways that immigration makes a place more interesting? What do immigrants bring?

population (noun)

Elaboration:

Maine has a large population of moose. There are many of them in our state.

Think, Pair, Share prompt:

What is a question you have about the population of our school, or about the population of Maine?

portrait (noun)

Elaboration:

Here are some portraits of Wangari Maathai. One is a photograph, and one is a collage by the artist Eleanor Turvey. You could also say that these books are also portraits, because they each tell a story of her life.

Think, Pair, Share prompt:

If someone were going to make a portrait of you, what would you

	<p><i>want them to include? What media would you like them to use?</i></p> <p>thrive (verb) Elaboration: <i>Exercise and fresh air are two things that help people of all ages thrive—to live happy, healthy lives.</i></p> <p>Think, Pair, Share prompt: <i>What else can you think of that helps people thrive?</i></p>
Closing	<p><i>This week we are thinking about how people’s experiences and traditions shape and contribute to our town and state. 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>