

Unit 3: Connecting Places, Connecting People

WEEK 7 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>celebration: an activity done to honor or celebrate something or someone</p> <p>commerce: buying and selling goods and services</p> <p>influence: power that has an effect on someone or something</p> <p>kinship: a feeling of sharing common values, ideas, or characteristics; a feeling of being related, like to family</p> <p>opportunity: a chance for a better situation or outcome</p> <p>promote: to support or encourage; to tell about something in a public way</p> <p>translate: to change into the words of another language</p> <p>understanding: sympathy toward or appreciation about other people</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 7 Weekly Words cards ● Week 7 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 the ways people and communities are connected to each other. 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>celebration (noun) Elaboration: <i>The people in this group are having a celebration in honor of Monarch butterflies and their migration from the United States to Mexico.</i></p> <p>Think, Pair, Share prompt: <i>Tell your partner about a celebration you have been part of!</i></p> <hr/> <p>commerce (noun) Elaboration: <i>These people are participating in commerce: one is selling a cup of coffee, and the other is buying it. Those are both sides of commerce.</i></p> <p>Think, Pair, Share prompt: <i>When do you or other people in your family participate in commerce? What do you buy or sell?</i></p> <hr/> <p>influence (noun) Elaboration: <i>Weather has an influence on the activities of people and animals. Maybe you have been ice skating in the winter and then playing in the same pond over the summer.</i></p> <p>Think, Pair, Share prompt: <i>What are some ways that the weather has an influence on things people do?</i></p> <hr/> <p>kinship (noun) Elaboration: <i>Kinship can be thought of as a tree, with lots of different parts that</i></p>

are all related in some way. You can feel kinship with people in your family, or with someone you have just met but who you have lots in common with. Think of when you are with someone and you think, "I feel exactly the same way! We are connected!" You feel affinity for one another.

Whole group prompt:

Can you think of a character in a book we have read whom you feel kinship with?

opportunity (noun)

Elaboration:

In The Upside Down Boy, Juan Felipe Herrera describes his first opportunity to go to school, when he was eight years old. In this story, he has another opportunity to perform for his classmates, when his uncle gives him a harmonica. Opportunities can feel exciting and also a bit worrisome.

Think, Pair, Share prompt:

This week you will have an opportunity to _____ in school. How do you feel about that?

OR:

What is an opportunity you have had? How did you feel about it at the time?

promote (verb)

Elaboration:

When you are working on an important project, or if you hear about something, and you want other people to know about it, you can promote it—tell others about it.

Think, Pair, Share prompt:

Imagine there is going to be a festival in town. What are a few ways you could promote it so everyone finds out about it and plans to come?

translate (verb)

Elaboration:

*The people in Ami Chi's family don't all speak the same language. They find many ways to communicate, but sometimes it's most useful to have someone to translate. That person, the **translator**, can speak both languages. Ami Chi's grandmother speaks Vietnamese, and Ami Chi speaks English. Her parents can translate—they can tell one what the other is saying by switching*

	<p><i>back and forth between the two languages they know.</i></p> <p>Think, Pair, Share prompt: <i>Share a time when you translated or saw another person translate for another person. What languages were used? What was the situation?</i></p> <p>OR: <i>What do you think it would be like to be in a place where you didn't speak the language and you didn't have anyone to translate?</i></p> <hr/> <p>understanding (noun) Elaboration: <i>You know the verb "understand," to get the meaning of something, like when you are reading a book.</i> <i>Another meaning is to have sympathy for, or to appreciate somebody.</i> <i>"Understanding" is a noun—the feeling of appreciating something about others.</i> <i>In Drum Dream Girl, the drummer waits a long time for her father to develop an understanding about how important it felt to her to play the drums.</i></p> <p>Think, Pair, Share prompt: <i>Have you developed a new understanding about [something related to the unit: muralists, musicians, etc...] through the work we are doing in this unit?</i></p>
Closing	<p><i>This week we are thinking more about how people and communities are connected. 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?</p> <p>Do children connect words to personal experiences?</p> <p>What connections do children make between words they are learning and familiar words?</p> <p>How do children integrate learning from these lessons and other developing morphological knowledge?</p> <p>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?</p> <p>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