

Unit 1: Building Strong Communities

WEEK 2 Days 1 & 2

Vocabulary & Language
Weekly Words

Weekly Question	How do we benefit from being part of communities?				
Language Objectives	I can talk with my classmates about words. (SL.1.1) I can connect words to my own real-life experiences. (L.5.1.c)				
Vocabulary	<table border="1" style="width: 100%;"> <tr> <td style="text-align: center;">Day 1</td> </tr> <tr> <td> <p>benefit: a good or helpful result or effect</p> <p>positive: good</p> <p>rule: a statement about what is or is not allowed</p> </td> </tr> <tr> <td style="text-align: center;">Day 2</td> </tr> <tr> <td> <p>contribution: something that is given with the goal of helping</p> <p>perspective: point of view, a way of seeing or thinking about something</p> <p>emerge: to appear, to come out or come forward</p> </td> </tr> </table> <p>Note: The Weekly Words lesson is repeated on Days 1 and 2 each week.</p>	Day 1	<p>benefit: a good or helpful result or effect</p> <p>positive: good</p> <p>rule: a statement about what is or is not allowed</p>	Day 2	<p>contribution: something that is given with the goal of helping</p> <p>perspective: point of view, a way of seeing or thinking about something</p> <p>emerge: to appear, to come out or come forward</p>
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Materials and Preparation	<ul style="list-style-type: none"> ● Week 2 Weekly Words cards ● chart paper Create the week’s Weekly Words chart by writing out the Weekly Words and their definitions. Add icons, sketches, or images as appropriate. ● Weekly Words Routine chart (optional) 				
Opening	<i>Last week we practiced our Weekly Words routine. We’re going to use the routine again this week with some new words.</i>				

<p>Discussion</p>	<p>Follow the steps of the Weekly Words routine. Refer to the chart and explain each step as needed. Hold up the appropriate word card as each word is taught.</p> <p><i>First, I'll pronounce the word, and you'll repeat it.</i> Pronounce the word fluently, <i>Benefit</i>. Point to the children to indicate their turn. Repeat two times.</p> <p><i>Second, you'll let me know if the word is familiar to you. Think to yourself: Do I know this word? If you think you know the word we're learning, show me a thumb up. If you have not heard the word before, or if you're not sure, that's fine. Just show me a thumb down.</i></p> <p>Benefit. <i>Do you think you know this word?</i> Survey the group and encourage children to show a thumb up or down. Draw a conclusion aloud, such as <i>This is not a word you might hear very often, so it's a new word for lots of you.</i></p> <p>Define the word in child-friendly language, pointing to the definition on the chart. <i>Third, I'll give you a definition; I'll tell you what the word can mean. A definition of benefit is "something good that is gained."</i></p> <p>Elaborate about the meaning of the word. <i>One benefit of learning together is that we get to know each other and develop friendships.</i></p> <p>Think, Pair, Share. <i>Fourth, after we talk about the meaning of the word, we're going to use Think, Pair, Share. What is one benefit—something positive you gain—from being part of our classroom community?</i></p> <p>Post the word. <i>Finally, we'll post the new word with a picture that will help us remember it.</i></p> <p>Repeat the routine with the words "positive" and "rule."</p> <hr/> <p>Positive Elaboration: <i>I feel positive when I work hard at something and am successful. I encourage my friends so they feel positive about their work, too.</i></p> <p>Think, Pair, Share prompt: <i>When is a time that you feel positive?</i></p>
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	<p>Rule Elaboration: <i>We have rules in our school community to make sure school is safe and everyone can do their best learning.</i></p> <p>Think, Pair, Share prompt: <i>What are two rules you think are important? Try to think of one rule that is important at home and one rule that is important at school.</i></p>
<p>Day 2</p>	<p>Contribution Elaboration: <i>It's important to me to make a contribution to my community, because then I know I am helping others.</i></p> <p>Think, Pair, Share prompt: <i>What contributions do you make to our classroom community?</i></p> <hr/> <p>Perspective Elaboration: <i>Each of us have different experiences, and this gives us different perspectives—ways of seeing or thinking—about things that happen in our communities.</i></p> <p>Think, Pair, Share prompt: <i>Some people have a perspective that healthy communities are made of people who are mostly the same as each other. Other people have a perspective that healthy communities are made of lots of different kinds of people. Which is your perspective?</i></p> <hr/> <p>Emerge Elaboration: <i>When something or someone emerges, they come forward or appear. It could be someone who was sitting quietly, or something that was hidden. Instead of saying, "I can see you now," you could say, "You emerged!"</i> <i>Someone can also come forward with a certain skill: In first grade, she emerged as a reader!</i></p> <p>Think, Pair, Share prompt: <i>Have you ever emerged and surprised someone?</i></p>
<p>Closing</p>	<p><i>This week, we're talking about how people benefit from being part of communities. The words we're studying this week will help us to think about that.</i></p>

Standards	<p>SL.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>L.5.1.c Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p>
Ongoing assessment	<p>How do children interact with new and familiar words? 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>Make notes about children’s familiarity with various kinds of words and the connections they make to specific words. Use this information to plan for embedded opportunities for teaching and reinforcing words.</p> <p>Use of a strategy such as pulling equity (name) sticks supports the participation of all children. Even with this kind of strategy, some children will benefit from extra turns for verbal participation.</p> <p>Keeping a class vocabulary list will allow for keeping track of children’s vocabulary growth over time.</p>

Notes



benefit

<https://www.helpguide.org/articles/mental-health/laughter-is-the-best-medicine.htm/>



positive

<https://www.cfsri.org/good-news-for-rhode-island-preschools/adorable-boy-gives-thumbs-up-in-preschool/>

Weekly Words U1 W2

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Maine Department of Education



rule

<https://www.consumerreports.org/car-seats/how-to-avoid-common-car-seat-installation-mistakes/>



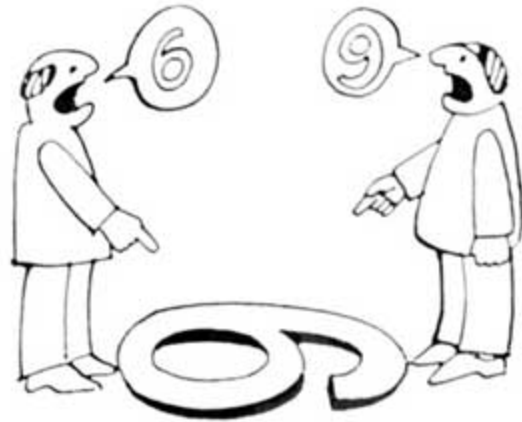
contribution

from *Chik Chak Shabbat*, Mara Rockliff (2014)

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perspective

<http://karatmaster.com/you-get-what-you-focus-on/>



emerge

<https://act-nh.org/news/2015/10/26/monarch-butterflies>

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