

Unit 1: Building Strong Communities

WEEK 8 Days 3 & 4

Vocabulary & Language
Vocabulary Review

Weekly Question	What is a community?
Language Objective	I can act out the meanings of words. (L.4.1.a, L.4.1.b, L.4.1.c) I can connect words to my own real-life experiences. (L.5.1.c)
Vocabulary	In this lesson, teachers pull words from across the unit that need further exploration. See Materials and Preparation, below.
Materials and Preparation	Review children’s vocabulary work: Draw for Meaning sheets, Carousel Brainstorm charts, notes from previous Vocabulary and Language lessons, and observational notes from other times of the day. Notice trends. Choose a small set of words with which children continue to demonstrate misunderstanding and that would benefit from whole class review. <ul style="list-style-type: none">• Weekly Words cards pulled from previous weeks, as identified Have children sit in a large circle, with room in the center to act out scenarios related to the chosen words.
Opening	<i>Today we’re going to look at some words we have seen before and that we’ve been using in our discussion and work. These are confusing words, so we’re going to review them again, and then we’ll act them out!</i> <i>The words we’ll review today are ...</i>
Discussion	Address one word at a time: Show the card, say the word, and review the definition. <i>When have we used this word in our study about building strong communities?</i> <i>How could you act out this word to show what it means? What</i>

	<p><i>scene could you act out where this word would be important? You won't stand up and tell us what the word means, you'll show us.</i></p> <p>Give children a moment to think and then to talk with partners about their ideas. Encourage them to think about scenarios involving more than one person, if appropriate for the word being addressed.</p> <p>Solicit a child or small group of children to come to the center of the space and act out the word.</p> <p>Say the word again. Ask children to perform the word. Ask the rest of the class if they have questions about what they saw.</p> <p><i>What did you see now that shows us what this word means?</i></p> <p>If the meaning remains unclear, ask another child or small group to act out the same word.</p> <p>Repeat this process for each of the words chosen for review.</p>
Closing	<p><i>What do you think about acting out words in order to understand them better?</i></p>
Standards	<p>L.4.1.a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.4.1.b Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>L.4.1.c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</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>Note children's connections of words to previous experiences. On what do they draw to make meaning of new words and academic vocabulary?</p> <p>Watch how children enact words. Note how they respond to each other's interpretations. Does acting out a word expand its meaning for and engage the interest of particular children?</p>

Notes
