

| Grade 1 / 2 | English Language Arts & Social Studies |
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| <p>Curricular Competencies: ELA</p> <ul style="list-style-type: none"> • Engage actively as listeners, viewers, and readers: Develop understanding of self, identity, and community through stories. • Recognize importance of story: Understand how stories shape personal, family, and community identity. • Use personal experience and knowledge: Connect with stories and texts to construct meaning. • Recognize story structure and elements: Learn about the narrative structures and storytelling techniques. <p>Content:</p> <ul style="list-style-type: none"> • Narrative Techniques: Focus on storytelling techniques that include beginning, middle, and end; character development; and setting. • Vocabulary and Concepts: Introduce and explore words related to diversity, culture, and personal history. | <p>Cross-curricular Area: Social Studies</p> <p>Curricular Competencies:</p> <ul style="list-style-type: none"> • Recognize causes and consequences: Reflect on personal experiences to understand the impact of events and decisions. • Explore perspectives: Consider different viewpoints related to personal experiences. • Identify fairness: Discuss fair and unfair aspects of events and actions, suggesting appropriate responses. • Develop self-awareness: Connect personal experiences with stories to deepen understanding of self. <p>Content:</p> <ul style="list-style-type: none"> • Culture, Identity, and Diversity: Explore basic concepts and share cultural stories, traditions, and celebrations. <p>https://curriculum.gov.bc.ca/curriculum/english-language-arts/1/core</p> <p>https://curriculum.gov.bc.ca/curriculum/social-studies/1/core</p> |
| <p>Objective: Students will appreciate diversity and personal histories by engaging with ‘The Day You Begin’, that reflect individual and collective experiences, with a focus of a set of tier 2 word related to these themes.</p> | |
| <p>Tier 2 Vocabulary: Unfamiliar, Wonder, Understand, Remember, Blooming, Triumph, Brave, Beautifully/Beautiful</p> | |
| <p>Mentor Text: The Day You Begin – By Jacqueline Woodson</p> | <ul style="list-style-type: none"> • Materials: • Card with Tier 2 words and phonetic representations on the back • Students ‘Writer’s Notebook’ for documenting connections to self. |

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| | <ul style="list-style-type: none"> • Visual aids and Graphic Organizers (RAN Charts) • Access to computers for videos and activities, blank concept maps, and materials for visual collage. |
| Day 1 | <p>Introduce:</p> <ul style="list-style-type: none"> • <i>Understand, Wonder, Remember, Unfamiliar.</i> • Use ‘Rating Word Knowledge’ and connections through RAN chart. • Give examples of the words within context and describe meanings. • Read-aloud, and emphasis on the words being learned. • Go through the definitions of the words within context, demonstrate morphological awareness of <i>Understand, Remember, Unfamiliar.</i> <p>Activity: Students will create concept maps, linking these words, and illustrating connections, encourage examples, use of images, or drawings.</p> <ul style="list-style-type: none"> • <i>Encourage writing connections in students ‘Writer’s Notebook’</i> |
| Day 2 | <p>Introduce:</p> <ul style="list-style-type: none"> • <i>Blooming, Triumph, Brave, Beautifully/Beautiful</i> • Use ‘Rating Word Knowledge’ and connections through RAN chart. • Give examples of the words within context and describe meanings. • A second read-aloud, and emphasis on the words being learned. • Go through the definitions of the words within context, demonstrate morphological awareness, <i>Blooming.</i> <p>Activity: During the learning, include movement play based learning, and when reading selected pages, have students act out the words.</p> <ul style="list-style-type: none"> • <i>Encourage writing connections in students ‘Writer’s Notebook’</i> |

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| <p>Day 3</p> | <p>Reinforce:</p> <ul style="list-style-type: none"> • Unfamiliar, Wonder, and Brave • Expand RAN chart with new information and give new content and definitions for the words, reinforcing morphological learnings from prior. • Expand on morphological connections between some of the new tier 2 words, and how -ing can be used to change (Blooming, Wonder, Remember) *added* <p>Activity: Introducing songs with the words being incorporated. In small groups students can create their own verses.</p> <p>Brave https://www.youtube.com/watch?v=Qa2QKIDr7q8 https://www.youtube.com/watch?v=hfzzveM2cHY</p> <p>Wonder https://www.youtube.com/watch?v=XwAd8QZb9Ok</p> <p><i>** I found some songs and tried using Lyric Labs (See bottom of document) but I am a little hesitant about how to execute this activity properly. **</i></p> |
| <p>Day 4</p> | <p>Reinforce:</p> <ul style="list-style-type: none"> • Remember, Triumph, Beautifully/Beautiful • Expand RAN chart with new information and give new content and definitions for the words, reinforcing morphological learnings from prior. • Expand on morphological connections between some of the new tier 2 words, and how -ly can be used to change (Beautifully, Beautiful, Bravely) *added* <p>Activity: Connect the words with videos and images from the Summer Olympics, demonstrating the vocabulary within context.</p> |
| <p>Day 5</p> | <p>Reinforce:</p> <ul style="list-style-type: none"> • Understand, Blooming • Expand RAN chart with new information and give new content and definitions for the |

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| | <p>words, reinforcing morphological learnings from prior.</p> <p>Activity: Students can play with Wordle to create and find the words creatively.</p> |
| Culminating Activity | <p>Mentor Sentence: You'll wonder why she doesn't remember that rice is the most popular food in the world.</p> <p>Focus Questions: What is Angelina wondering? What is she remembering?</p> <p>Activity: Students will create a visual collage with written elements that represent their family background, traditions, or stories, allow for free range of choice, to be inspired by the mentor text. Allow for sharing and presentations, either in small groups or whole class.</p> <p><i>** Encourage students to refer to the RAN chart and their Writer's Notebook **</i></p> |

| Rubric | Emerging | Developing | Proficient | Extending |
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| Understanding of Vocabulary | Shows limited understanding of the words. Usage is unclear or incorrect | Demonstrates a basic understanding of the words. Some connections are missing or unclear. | Accurately uses the words within context within the story or sentence. | Illustrates a deep understanding and connects words effectively to each other within the story or sentence. |
| Grammar and Punctuation | Frequent errors in grammar and punctuation. | Some errors in grammar and punctuation but does not hinder comprehension. | Correct use of grammar and punctuation, with minimal errors. | Exceptional use of grammar and punctuation. |
| Connections and Representation | Lacks clear connections to traditions, events, or celebrations. | Somewhat illustrates to traditions, events, or celebrations, but lacks detail. | Clearly represents connections to traditions, events, or celebrations. | Creatively and insightfully represents connections to tradition, events, or celebrations. |

Tier 2 Word Choices

Many of the words I chose can be used alongside each other to expand understanding within context. Some may be too difficult for younger grades, like 'unfamiliar', but others will be easier to understand their morphological awareness and knowledge within them if provided the proper context.

Unfamiliar: This will help students articulate experiences that are unknown or new to them, which will relate to understanding differences between cultures and traditions. Morphological knowledge may be too difficult for Grade 1, but the prefix "un-" meaning "not" can be illustrated.

- **Introduction:** Unfamiliar means something that is new to you. Unfamiliar is something you don't know about yet.
- **In-Context:** I am unfamiliar with these new words, but now I understand them.

Wonder: This will help students to think more critically about their learning and question new concepts within traditions and cultures.

- **Introduction:** Wonder means when you think about something you want to know more about. Wonder is when you have a question about something. Can be expanded on morphological awareness later in the term when looking at 'wondered' or 'wondering'.
- **In-Context:** I wonder what fun activities we will do today.

Understand: An important word used across all subjects and contexts, this will help students express their learnings and what it means to know something.

- **Introduction:** Understand means you know how something works. When you are certain about something, you understand it.
- **In-Context:** I understand that today we are reading 'The Day You Begin'.

Remember: This can relate to students' recall ability to explain experiences and relate to how they remember their learnings. Can explain the morphological knowledge in the prefix "re-", relating to something previous or recalling.

- **Introduction:** Remember is when there is something you already know. Remember is the opposite of forgot.
- **In-Context:** Don't forget, remember to wash your hands before you eat lunch.

Blooming: This will help students' connections into various concepts and its use in descriptions, being careful in the relation to blooming as a descriptor and an action. The suffix "-ing" can be demonstrated through various words and how it indicates an ongoing action.

- **Introduction:** Blooming is when something opens up, and we use it to describe something that is growing and learning.
- **In-Context:** I feel myself blooming as I am learning about everyone's traditions.

Triumph: This will help students expand their descriptive vocabulary pertaining to overcoming challenges and celebrating achievements. Morphological knowledge can be expanded with "-ed" to explain past tense.

- **Introduction:** Triumph is when you have done something successfully. Triumph is when you did something that made you happy.
- **In-Content:** It was a big triumph when I shared my story.

Brave: This word will help develop descriptive words and connect to opening up and completing challenges.

- **Introduction:** Brave is when you do something, even though you are scared or nervous. Brave means you try something new even though it is hard.
- **In-Context:** I was very brave to share what I did this summer.

Beautifully / Beautiful: This will develop descriptive words and expression, allowing students to articulate their observations. I included both, to illustrate their morphological awareness in context and within the mentor text.

- **Introduction:** Beautiful is something that looks nice or makes you feel good. Beautifully is how something was done that makes you feel that way.
- **In-Context:** The song is so beautiful; it was sung beautifully.

Song from Lyric Labs

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| <p>(Verse 1) In a world of unknown sights, We embark on brave new flights, With hearts so full of wonder, We'll journey far and yonder.</p> <p>(Chorus) Brave adventures, we will find, In the corners of our mind, Exploring all that's new, With friends so brave and true.</p> <p>(Verse 2) Through forests tall and wide, We'll let our dreams collide, With courage as our guide, We'll reach the other side.</p> | <p>(Chorus) Brave adventures, we will find, In the corners of our mind, Exploring all that's new, With friends so brave and true.</p> <p>(Bridge) In the land of make-believe, We'll never want to leave, Imagination sets us free, To be who we want to be.</p> <p>(Chorus) Brave adventures, we will find, In the corners of our mind, Exploring all that's new, With friends so brave and true</p> |
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