

Communication

The texts in this unit explore different forms of communication, including long-distance and nonverbal forms of expression. The literary and informational texts will expose students to vocabulary related to communication technology and challenges surrounding communication.

The activities in this guide are designed to be used flexibly. See **Introduction to Building Knowledge with Vocabulary** for more details on how integrate these activities in your classroom.

UNIT CONCEPT WORDS

enabled (v.) to allow: *This ticket **enabled** him to ride the train.* (p. 366)

interpreter (n.) person who translates from one language to another. *She is an **interpreter** at the museum.* (p. 359)

signals (n.) a thing that gives information or warning: *Green lights are **signals** for drivers to go.* (pp. 366, 402, 403)

Unit Concept Word Maps

15-20 minutes

Use the Unit Concept Words to introduce to students the unit topic of Communication.

- Display the Unit Concept Words and invite volunteers to say what they know about the words. Tell students that they can explain what the word means, provide examples or make connections between: *enabled*, *interpreter*, and *signals*. If students are unfamiliar with the words, share the definitions and sample sentences with them.
- Have students work in small groups to create a **Word Map** (Building Knowledge with Vocabulary handout) for one of the Unit Concept Words. Try to have at least one group work on each word.
- Have groups share their word map with the whole class.
- Encourage students to make predictions about how these words are going to connect to the texts that they will be reading. Ask: *How do you think, enabled, interpreter, and signals, will connect to Communication?*

Create an Interactive Word Wall

5-10 minutes to introduce

Create an Interactive Word Wall to help students build their vocabulary around the topic of communication. Use the Unit Concept Words, *enabled*, *interpreter*, and *signals*, as the first blocks in the wall.

- Explain to students that throughout the unit, they will be adding words to the word wall that connect the unit topic and the Unit Concept Words. There can be many different types of connections. For example, you might build sections of the wall using any of the following categories: *words that describe different forms of communication, how technology has changed communication, and the role language similarities and differences play within a community.* In addition to words, students can add images, either photos, pictures or even emojis that they draw, that are related to the words as well.
- As a class, add new words to word wall after you complete the Talk About the Topic of each lesson. Ask students: *What new words can we add to the wall? How are the words connected to the unit topic? How are they connected to the Unit Concept Words?*
- Challenge students to add new words to the word wall throughout the unit. They can add a word after they finish reading a text, when they add a word to their Unit Glossary, or that they come across in another subject. The words can come from anywhere!
- Encourage students to use the word wall for reference as they talk and write about the texts.

Build a Unit Glossary

5-10 minutes to introduce

- At the beginning of each lesson, have students review the words for that lesson in their **Building Knowledge with Vocabulary** handout. Have them rate their knowledge of each word.
- Tell students that as they encounter each word in the lesson, they can write a definition and complete the “What I Know” column.
- Challenge students to think about how the words connect to the unit topic. Invite them to add the words to the word wall as they learn them.
- Have students compile their lesson vocabulary charts to create a Unit 6 Glossary. Students can also include their Unit Concept Word Maps.
- For extra support, you may choose to share the student-friendly definitions and sample sentences (p. 4) to introduce the words to students.

UNIT 6 BUILDING KNOWLEDGE WITH VOCABULARY GRADE 5		
Communication		
Lesson 18: Beyond Spoken Words		
Word	Definition	What I Know
beached verb (p. 351) 1 2 3 4	Write the meaning of the word.	Choose one: <ul style="list-style-type: none"> • Use the word in a sentence • Make a personal connection to the word • Add a photograph or draw a picture that shows an example
frequency noun (p. 359) 1 2 3 4		
glared verb (p. 356) 1 2 3 4		
gust noun (p. 355) 1 2 3 4		
hertz noun (p. 359) 1 2 3 4		
pod noun (p. 359) 1 2 3 4		
Rating Scale	1 = I have not seen or heard the word. 2 = I have seen or heard the word but do not know what it means.	3 = I have seen or heard the word and have an idea of what it means. 4 = I know the word and can define it.

Vocabulary Related to the Unit Concepts

Lesson 18: Beyond Spoken Words	Lesson 19: From Here to There	Lesson 20: How Do YOU Say It?	Connect It: Messages in Code
Focus Question: Does language unite us or divide us?	Focus Question: How have we improved communication over time?	Focus Question: How and why do people speak the same language differently?	
beached (p. 351) frequency (p. 359) glared (p. 356) gust (p. 355) hertz (p. 359) pod (p. 359)	alternative (p. 372) contributions (p. 372) telecommunications (p. 367) transcribed (p. 371) universally (p. 370)	casual (p. 382) pronounce (p. 393) puzzling (p. 387) resource (p. 388) signers (p. 393)	acronym (p. 400) distinguish (p. 400) encoded (p. 401) potential (p. 400) strategic (p. 400)

ACTIVITIES TO DEEPEN VOCABULARY KNOWLEDGE

The activities below can be used for learning centers, independent work, or as whole-class activities.

Explore Word Connections

15-20 minutes

Have students apply new vocabulary in different ways by creating **Word Connections** (Graphic Organizer 2). Students can work independently or with a partner for this activity.

- Have students think about how each word might be used in different situations. For example, *The teacher glared at the pile of homework*, or *The cashier glared at a long line of customers*.
- If needed, students may use a dictionary to deepen their understanding.
- Encourage students to share their connections.

Suggested Words:

Lesson 18: *glared*; **Lesson 19:** *alternative*; **Lesson 20:** *casual*;

Connect It: *strategic*

Word Study/Morphology: Word Forms

15-20 minutes

- **Word Forms** Explain to students that depending on the part of speech, a word can take many forms. For example, pronounce, pronouncing, pronunciation.
- Assign students a word, or have students choose a vocabulary word to work with.
- Have students complete **Word Forms** (Graphic Organizer 5) for their vocabulary word.
- Have students share their completed graphic organizer with a partner.

Suggested Words:

Lesson 19: *contributions*; **Lesson 20:** *resource*; **Lesson 20:**

encoded; **Connect It:** *strategic*

Vocabulary Game: Definition Snowballs

15-20 minutes

Provide students with a chance to practice using their new vocabulary words with this game.

Have students count off 1-6 and have them write the following on small pieces of paper:

- 1s: Word A
- 2s: Word B
- 3s: Word C
- 4s: Definition A
- 5s: Definition B
- 6s: Definition C

Invite students to crumple up their papers and throw them like **Snowballs** into the center of the room. On your signal, have students grab a snowball. If their snowball has a word on it, they look for someone with the matching definition and vice versa. When everyone thinks they're paired off properly, invite partners to read their word and definition. Have students crumple up, throw, and repeat as needed. Consider selecting the words where students need the most support.

Write with Vocabulary

15-20 minutes

Have students use new vocabulary words in their writing with one of these activities.

- Have students create an emoji for one of their vocabulary words (suggested words: *beached*, *glared*, *puzzling*). Then have students write text messages using the emoji they created.
- Have students write a paragraph about communication using the words: *interpreter*, *alternative*, and *distinguish*.
- Have students write a poem, short story, or comic about communication using their vocabulary words. Suggest *glared*, *gust*, *puzzling*, and *strategic* as good story-starting words.

Definitions and Sample Sentences

Lesson 18

beached (v.) pulled or dragged an item from the water to the shore: *The storm **beached** an old paddle.* (p. 351)

frequency (n.) the number of energy waves that pass a specific point at a specific time: *Adjust your radio to the correct **frequency** to hear the song.* (p. 359)

glared (v.) stared angrily: *The man **glared** at the car speeding down the street.* (p. 356)

gust (n.) blast of wind: *The **gust** of wind pulled my umbrella out of my hand.* (p. 355)

hertz (n.) a unit to measure frequency: *The doctor used different sounds with a range of **hertz** to test the patients' hearing.* (p. 359)

pod (n.) a group of whales or seals that travel together: *The tour boat passengers were excited to see the **pod** of whales.* (p. 359)

Lesson 19

alternative (adj.) one of multiple possibilities: *The teacher gave her class a fun **alternative** assignment.* (p. 372)

contributions (n.) what is given: *My **contributions** to the food drive were three soup cans.* (p. 372)

telecommunications (n.) the scientific process of communicating over long distances: *The invention of the telephone was important for **telecommunications**.* (p. 367)

transcribed (v.) wrote: *I **transcribed** into my notebook everything I heard at the meeting.* (p. 371)

universally (adv.) everywhere without exception: *A smile is **universally** understood to be happy.* (p. 370)

Lesson 20

casual (adj.) not formal: *You can wear your **casual** clothes to the grocery store.* (p. 382)

pronounce (v.) make the sounds of a word: *Different people **pronounce** certain words differently.* (p. 393)

puzzling (adj.) confusing: *He did not understand the **puzzling** story.* (p. 387)

resource (n.) something used for help or support: *The library is an important **resource** for research.* (p. 388)

signers (n.) people who communicate using sign language: *The interpreter helped them understand the **signers**.* (p. 393)

Connect It

acronym (n.) a word formed from the beginning letters of a series of words: *The text message had so many **acronyms** it was hard to read.*

distinguish (v.) tell apart: *They wrote their name on their paper to **distinguish** it from others.* (p. 400)

encoded (v.) to change into code: *They **encoded** their note, so no one else could read it.* (p. 401)

potential (adj.) possible: *Planning ahead for a long hike can prevent **potential** problems.* (p. 400)

strategic (adj.) related to a plan of action: *The chess player has a **strategic** idea for each move.* (p. 400)