

Unit 1: Building Strong Communities

WEEK 6 Day 5

**Vocabulary & Language**  
Carousel Brainstorm

<b>Weekly Question</b>	How can we create positive change in our communities?
<b>Language Objective</b>	I can talk with my classmates about important vocabulary from our unit texts and big ideas. (SL.1.1)
<b>Vocabulary</b>	<b>resource:</b> something people need <b>budge:</b> to move something a little bit <b>improve:</b> to make something better <b>access:</b> a way of being able to use or get something <b>impact:</b> to have an effect on someone or something <b>librarian:</b> a person who works in a library
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>● Carousel Brainstorm anchor chart</li><li>● chart paper, 4 pieces Choose four of the Weekly Words to work with, and write one in the center of each piece of paper. Post the papers in different areas of the classroom at a height that children can write on them.</li><li>● markers, one for each child</li><li>● timer or stopwatch</li></ul>
<b>Opening</b>	<i>This week as we move through the Carousel Brainstorm, we'll think about our Weekly Words and how we can create positive change in our communities.</i>
<b>Key Activity</b>	Show the vocabulary cards and review definitions for all of the Weekly Words, highlighting those selected for the Carousel Brainstorm.  Talk briefly about some possibilities for recording understanding about one of the words. <i>What might I draw or write about the word "resource?"</i> Gather a few ideas. Provide clarifications and examples as needed.

	Direct each group to a particular paper and then begin the timer. Circulate as children work, noting their use and representation of each word.
<b>Closing</b>	Bring the whole group back together with the papers. Share the work from the papers, highlighting the different ways children have shown their understanding of the words.
<b>Standards</b>	<b>SL.1.1</b> Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.
<b>Ongoing assessment</b>	Listen to children’s conversations as they circulate. How do children participate? Review each sheet of chart paper. Do children’s drawings and writing reflect an understanding of the vocabulary words?

**Notes**