

Unit 1: Building Strong Communities

WEEK 7 Days 1 & 2

Vocabulary & Language
Weekly Words Routine

Weekly Question	How can we create positive change in our communities?
Language Objective	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	Day 1
	donate: to give food, money, or time to help a person or group empathy: the feeling that you understand another person’s emotions recycle: to make something new from something that has been used before
	Day 2
	volunteer: someone who does something without being forced charities: organizations that help people who need food, money, or other resources organization: a group that is formed for a particular purpose
Materials and Preparation	<ul style="list-style-type: none"> ● Week 7 Weekly Words cards ● chart paper Create the week’s Weekly Words chart.
Opening Day 1	<i>Today, we’ll start our new list of Weekly Words. These words come from the books that we read and the big ideas from our unit. Today’s words are donate, empathy, and recycle.</i>
Day 2	<i>Today we’ll continue learning our words for this week. Today’s words are volunteer, charities, and organization.</i>

Vocabulary & Language U1 W7 D1 & D2

<p>Discussion Day 1</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> <hr/> <p>Donate Elaboration: <i>People donate when they see that others need help. A person might think, "I have a little more than I need" and give or donate some of their time, money, or other resources.</i></p> <p>Think, Pair, Share prompt: <i>Do you have anything that you might donate to someone else?</i></p> <hr/> <p>Empathy Elaboration: <i>When we notice that someone has a problem, it's good to have empathy—to feel concern for them. We might even imagine how we might feel if we had the same problem.</i></p> <p>Think, Pair, Share prompt: <i>Think of a time when you felt empathy for someone else. What was happening in that situation?</i></p> <hr/> <p>Recycle Elaboration: <i>We use a lot of paper! Paper is made from trees. But there's another way to make paper: we can put our used paper in special bins so it gets picked up and sent to companies that can use it to make new paper. That's recycling: using something that has been used before. Lots of our Beautiful Stuff are materials that we are recycling to use in new ways.</i></p> <p>Think, Pair, Share prompt: <i>Have you recycled by making something new from something old?</i></p>
<p>Day 2</p>	<p>Volunteer Elaboration: <i>Sometimes people do things because they have to. Volunteering is special because people do things to help others because they want to, not because they have to.</i></p> <p>Think, Pair, Share prompt: <i>Where is a place in your neighborhood that you could volunteer?</i></p> <hr/> <p>Charities Elaboration:</p>

	<p><i>What if a group of people got together and collected a lot of shoes and then gave them to people who need them? That would be a shoe charity.</i></p> <p>Think, Pair, Share prompt: <i>What would happen if there were no charities?</i></p> <hr/> <p>Organization Elaboration: <i>Speak for the Trees is an organization that works to plant trees—it’s a group of people who work together to accomplish something special. When people make themselves into an organization, it shows that they are serious about the work they want to do.</i></p> <p>Think, Pair, Share prompt: <i>If you could create an organization to help other kids, what kind of organization would you create?</i></p>
Closing	<p><i>This week’s words help us to talk about the ways we can create positive change in our communities.</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



donate

<https://www.tasteofhome.com/article/20-items-your-food-bank-needs-the-most/>



empathy

https://www.washingtonpost.com/news/parenting/wp/2016/08/01/10-ways-to-foster-kindness-and-empathy-in-kids/?utm_term=.da76e442db64

Weekly Words U1 W7

Focus on First/ 1st Grade for ME | Boston Public Schools Department of Early Childhood P-2/
Maine Department of Education



volunteer

<https://www.jsonline.com/story/news/local/milwaukee/2017/07/28/sherman-park-rising-mural-brings-neighborhood-together/495290001/>



recycle

<https://www.naeyc.org/resources/pubs/tyc/apr2019/helping-child-learn-responsibility>

Weekly Words U1 W7

Focus on First/ 1st Grade for ME | Boston Public Schools Department of Early Childhood P-2/

Maine Department of Education



charity

<https://mashable.com/2015/08/29/katrina-charities/>



SPEAK FOR THE TREES
Boston

organization

<https://www.sfttbos.org/>