

Unit 1: Building Strong Communities

WEEK 7 Day 5

Vocabulary & Language
Carousel Brainstorm

Weekly Question	How can we create positive change in our communities?
Language Objective	I can talk with my classmates about important vocabulary from our unit texts and big ideas. (SL.1.1)
Vocabulary	donate: to give food, money, or time to help a person or group empathy: the feeling that you understand and share another person's emotions recycle: to make something new from something that has been used before volunteer: someone who does something without being forced charities: organizations that help people who need food, money, etc. organization: a group that is formed for a particular purpose
Materials and Preparation	<ul style="list-style-type: none">● Carousel Brainstorm anchor chart● 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. <ul style="list-style-type: none">● markers, one for each child● timer or stopwatch
Opening	<i>This week, we'll think about our weekly vocabulary words, and how we can create positive change as we move through our Carousel Brainstorm.</i>
Key Activity	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.

	<p><i>What might I draw or write about the word "volunteer?"</i></p> <p>Gather a few ideas. Provide clarifications and examples as needed.</p> <p>Direct each group to a particular paper and then begin the timer.</p> <p>Circulate as children work, noting their use and representation of each word.</p>
Closing	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.
Standards	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.
Ongoing assessment	<p>Listen to children’s conversations as they circulate.</p> <p>How do children participate?</p> <p>Review each sheet of chart paper.</p> <p>Do children’s drawings and writing reflect an understanding of the vocabulary words?</p>

Notes