

Unit 1: Building Strong Communities

WEEK 5 Days 1 & 2

**Vocabulary & Language**  
Weekly Words Routine

<b>Weekly Question</b>	What are the qualities of a good leader?				
<b>Language Objective</b>	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)				
<b>Vocabulary</b>	<table border="1"><tr><td><b>Day 1</b></td></tr><tr><td><b>support:</b> to agree with something or help someone <b>movement:</b> organized activities where people work together to achieve something <b>environment:</b> the natural world</td></tr><tr><td><b>Day 2</b></td></tr><tr><td><b>quality:</b> something that can be noticed as a part of a person or a thing <b>decision:</b> a choice that a person or a group makes about something <b>democracy:</b> a form of government where people choose leaders by voting</td></tr></table>	<b>Day 1</b>	<b>support:</b> to agree with something or help someone <b>movement:</b> organized activities where people work together to achieve something <b>environment:</b> the natural world	<b>Day 2</b>	<b>quality:</b> something that can be noticed as a part of a person or a thing <b>decision:</b> a choice that a person or a group makes about something <b>democracy:</b> a form of government where people choose leaders by voting
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<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>• Week 5 Weekly Words cards</li><li>• chart paper Create the week’s Weekly Words chart by writing out the Weekly Words and their definitions. Add icons, sketches, or images as needed.</li><li>• Weekly Words routine chart (optional)</li></ul>				

<p><b>Opening</b> Day 1</p>	<p><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 <b>support, movement, and environment.</b></i></p>
<p>Day 2</p>	<p><i>Today we'll continue learning our words for this week. Today's words are <b>quality, decision, and democracy.</b></i></p>
<p><b>Discussion</b> 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><b>Support</b> Elaboration: <i>There are different ways to support each other. Sometimes when people are struggling, you can support them by showing them a better way to do something. Other times, you can just remind them that they are smart and can solve the problem.</i></p> <p>Think, Pair, Share prompt: <i>How can you support a friend who is having a hard time?</i></p> <hr/> <p><b>Movement</b> Elaboration: <i>A movement can start when one person notices a problem that many people have. Once a group of people begin to think and work together to solve it, that group of people becomes a movement.</i></p> <p>Think, Pair, Share prompt: <i>Why is it easier to solve problems together?</i></p> <hr/> <p><b>Environment</b> Elaboration: <i>The environment is the place all around us. The environment includes plants, animals, rivers, lakes, oceans, and even the air.</i></p> <p>Think, Pair, Share prompt: <i>If adults don't take care of the environment, what might happen?</i></p>
<p>Day 2</p>	<p><b>Quality</b> Elaboration: <i>When we try to describe someone, we usually talk about their qualities. A quality of a person might be that they are kind, helpful, or trustworthy.</i></p> <p>Think, Pair, Share prompt: <i>What qualities are important in a friend?</i></p>

	<p><b>Decision</b> Elaboration: <i>Every day, we make many decisions for ourselves. Sometimes we make decisions together, as well.</i></p> <p>Think, Pair, Share prompt: <i>What is a decision you make for yourself? What is a decision we make as a class?</i></p>
	<p><b>Democracy</b> Elaboration: <i>Democracy is the name for the type of government we have, where citizens vote to choose our leaders. In some places in the world, only a small group of people get to decide what’s best for everyone.</i></p> <p>Think, Pair, Share prompt: <i>In what ways is our classroom is a democracy?</i></p>
<b>Closing</b>	<p><i>This week, we’re talking about what makes someone a good leader. The words we’re studying this week will help us to think about that.</i></p>
<b>Standards</b>	<p><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.</p> <p><b>L.5.1.c</b> Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p>
<b>Ongoing assessment</b>	<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**



support

<https://www.boston.gov/news/15-million-investment-universal-pre-k-guarantee-equitable-access-free-high-quality-pre-k-all>



movement

<https://thecenterforglobalawareness.wordpress.com/2016/04/05/a-tribute-to-kenyan-environmentalist-wangari-maathai/>

Weekly Words U1 W5

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environment

<https://www.greatersudbury.ca/live/environment-and-sustainability1/>



quality

<http://www.greenbeltmovement.org/>

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decision

[https://www.ted.com/playlists/278/talks\\_to\\_watch\\_when\\_you\\_have\\_a](https://www.ted.com/playlists/278/talks_to_watch_when_you_have_a)



democracy

<http://bcnews.net/public-input-helps-to-build-a-better-bus-system/>

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