

HELPING OTHERS

Mrs. Mordoff's Amazing First Graders



Table of Contents

[Standards](#)

[Our Project](#)

[Driving Question](#)

[Tanzania](#)

[Veronica](#)

[Friendly Letter](#)

[VR Goggles](#)

[Directions](#)

Student's Opinion Writing

[Jazzmyn](#)

[Isabell](#)

[Victor](#)

[Lynnayah](#)

[Harmony](#)

[Kellan](#)

[Melanie](#)

[Darren](#)

[Chloe D.](#)

[Aiden](#)

[Isaac](#)

[Musa](#)

[Anthony](#)

[Diesel](#)

[Abraham](#)

[McKenzie](#)

[Ethan](#)

[Chloe K.](#)

[Video for Chickens](#)

[Video for Veg./Fruit](#)

[Video for a Goat](#)

[Video/Water Well](#)

[Video for a Pig](#)

[Video for a Cow](#)

[Collaboration](#)

[Outcome & Reflection](#)

Standards

1. Reading:

RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

RI.1.7 Use the illustrations and details in a text to describe its key ideas.

2. Writing:

W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

3. Speaking & Listening:

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.

SL.1.1.b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

6. Connecting ideas

ELD PIA. Collaborative

1. Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics
2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)
3. Offering and supporting opinions and negotiating with others in communicative exchanges

B. Interpretive

5. Listening actively to spoken English in a range of social and academic contexts

C. Productive

9. Expressing information and ideas in formal oral presentations on academic topics

10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology

11. Supporting own opinions and evaluating others' opinions in speaking and writing

PII C. Connecting and Condensing Ideas

Math

1. 1.NBT.C.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

1. Social Studies:

CS.SOC.1.1.2 Students compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places.

CS.SOC.1.1.2.4 Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation.

CS.SOC.1.1.4 Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same.

CS.SOC.1.1.6 Students understand basic economic concepts and the role of individual choice in a free-market economy.

CS.SOC.1.1.6.1 Understand the concept of exchange and the use of money to purchase goods and services.

CS.SOC.1.1.6.2 Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home.

Our Project

___ In our social studies curriculum, we have been learning about needs and wants, as well as helping one another. In our class project, we are trying to raise money to buy an income-generating gift (i.e. chicken, goat, cow) or one that will help with food and water (i.e. water well, fruit tree, vegetable seeds).

The family we are helping lives in Tanzania, Africa. The family members are Veronica (7 years old), her brother, and her parents. Veronica is responsible for helping in the kitchen and running errands. Her father is sometimes employed as a farmer, as well as her mother. Veronica lives in the hillside community of Babati. Typical houses are constructed of dirt floors, adobe walls, and tin roofs.

We are trying to raise money by selling items from the Oriental Trading Co. Students will be given the items to sell. All proceeds will go to Veronica's family through Compassion International. <http://www.compassion.com>

When there is a need, how
can we work together to
meet it?



Tanzania, Africa




Veronica




Map showing Veronica's location in Tanzania, near the border with Kenya and Uganda. The map includes labels for various cities and regions: Uganda, Kenya, Nairobi, Kampala, Musoma, Mwanza, Shinyanga, Tabora, Arusha, Mombasa, Tanga, Dar es Sala, and Tanzania. A blue line indicates the location of Veronica, with a circular inset showing her photo.

Veronica's Country


Tanzania

Population: **59.1 million**
Language: **Swahili**
Religion: **Christianity**


68°
partly cloudy

7:02 PM
current time

9,754
miles away from
current location

▼

HOME PRAY WRITE GIVE MENU

Getting to Know Veronica

Date 11-27-18

Dear Veronica,

Hi, my name is Joleen.

How do you play

net ball because I

don't know how? Do you

have a sisters or

brothers? Because

I have one little

sister.

and I like to play
hide and seek. My favorite
food is chicken. What is
your favorite show?

Your friend,

Joleen



Beginning Our Journey with VR Goggles



Directions

Choose a money-making gift or a gift that will meet a need for Veronica's family. Then, explain why you think it will help her family.

Goats



Chickens





Cow



Water Well



Vegetable Seeds



Fruit
Trees



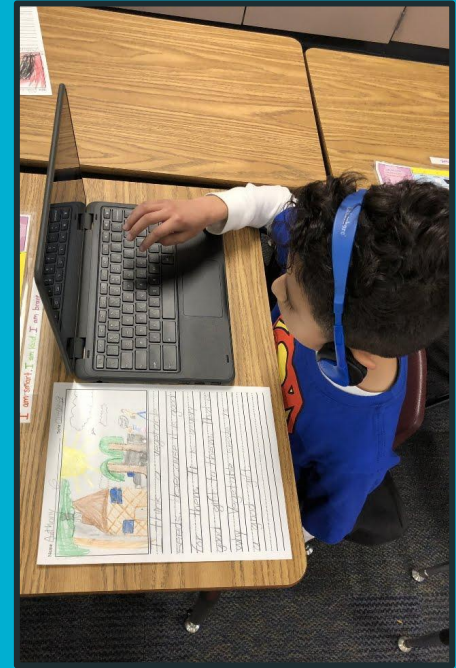
Pig

Anthony

[Directions](#)

[Contents](#)

I think vegetables are a good gift for Veronica because they will keep her healthy and strong!



Jazzmyn

[Directions](#)

[Contents](#)

Hi! I am Jazzmyn and I am on the cow's team. I think cows will do best because it will raise money for their family. Cows can give milk and they can sell the milk.



Victor

[Directions](#)

[Contents](#)

I think a cow will be a good gift because if you don't have fresh milk, it will not be good. Old milk will not be good. But if you have it fresh, it will be good.



Harmony

[Directions](#)

[Contents](#)

I think a water well is a good gift. It will give fresh water for their bodies. I want to give water to help them live.



Melanie

[Directions](#)

[Contents](#)

I think two big pigs will help because it will give them food to eat, so they can get healthy. If they do not have food, they will die. That is why I like pigs for Veronica.

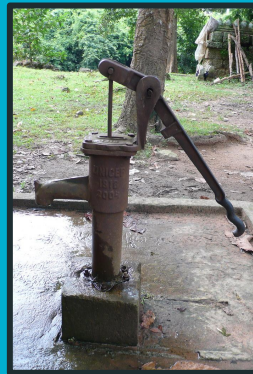


Chloe D.

[Directions](#)

[Contents](#)

I think a water well will be a good gift for Veronica because we need water in our bodies. I hope she likes it. I picked it special because water is healthy and we can die without it. That is why I think a water well is a good gift.



Isaac

[Directions](#)

[Contents](#)

I think a chicken will help Veronica because it will lay eggs to cook. Also, because she can sell the eggs.



Isabell

[Directions](#)

[Contents](#)

I think I want a goat for Veronica because they can get milk from the goat. I also think it can be a pet.



Lynnayah

[Directions](#)

[Contents](#)

I think a pig will be a good gift for Veronica because she can have a friend to play with. Also, she can sell the pig. That is why I like pigs for Veronica.

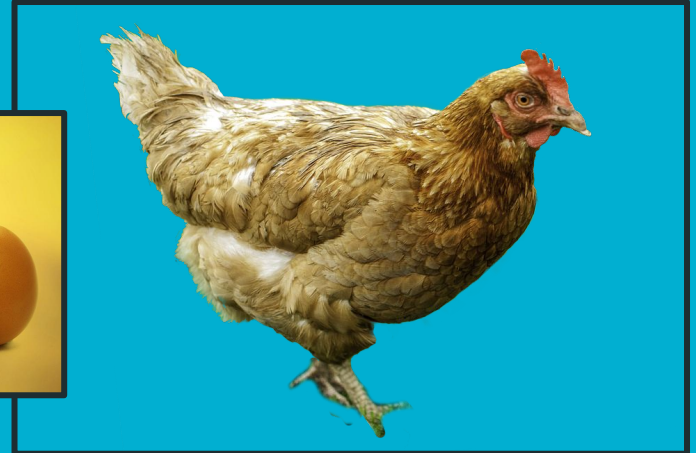


Kellan

[Directions](#)

[Contents](#)

I think chickens are a good gift because they lay eggs.
You would need a rooster and a hen to have chicks.



Darren

[Directions](#)

[Contents](#)

My name is Darren and a pig will help her family eat.



Aiden

[Directions](#)

[Contents](#)

Hi, my name is Aiden and I think a chicken will help her by laying an egg. Then they will cook it and eat it.



Musa

[Directions](#)

[Contents](#)

I chose a chicken because I think Veronica will make more money by selling the chicken eggs.

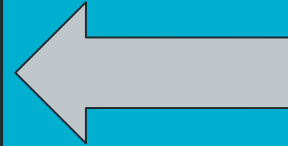
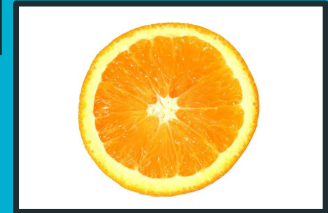
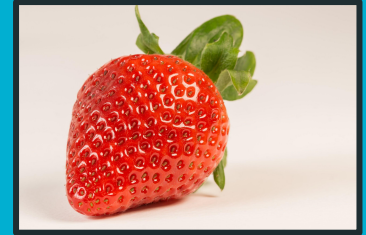


Diesel

[Directions](#)

[Contents](#)

I think a fruit tree is a good gift. Veronica can make a fruit salad. Fruit is good. That is why I think a fruit tree is a good gift.



McKenzie

[Directions](#)

[Contents](#)

I think a goat would be a good gift for Veronica because goats give milk. You can make yogurt and chocolate milk. That is my opinion. Thank you for listening.



Abraham

[Directions](#)

[Contents](#)

I chose chickens because the chickens can have babies and you can sell the adult chickens. Next, the chicks can grow up and have more babies. Then Veronica's family can get more money.



Ethan

I think a chicken is a good pet for Veronica. Chickens can lay eggs.



Chloe K.

I think a cow would be the best gift for the family because they would have milk to drink. It would be healthy for them. They can sell it to get money, so they could buy stuff.



Cows

[Contents](#)





—
Vegetable
Seeds
&
Fruit
Trees



Goat

[Contents](#)



Water Well

[Contents](#)



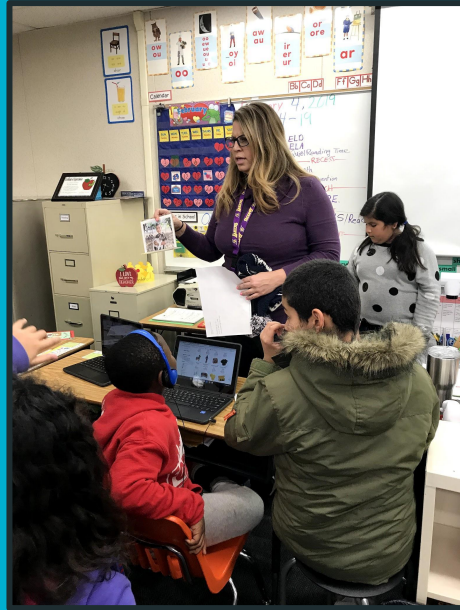
Pig

[Contents](#)



Collaboration and Teamwork

— Ms. Treff's 4th Grade Class & Mrs. Clark



Collaborating about what will make a profit.



Reaching out to the Community

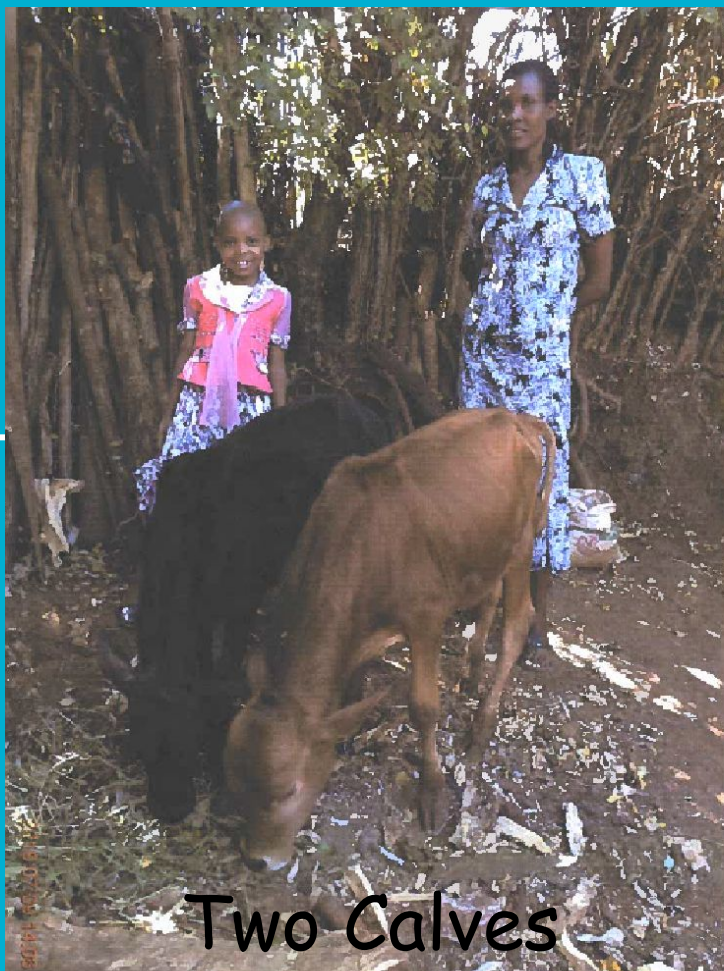
Outcome!!!

[Contents](#)

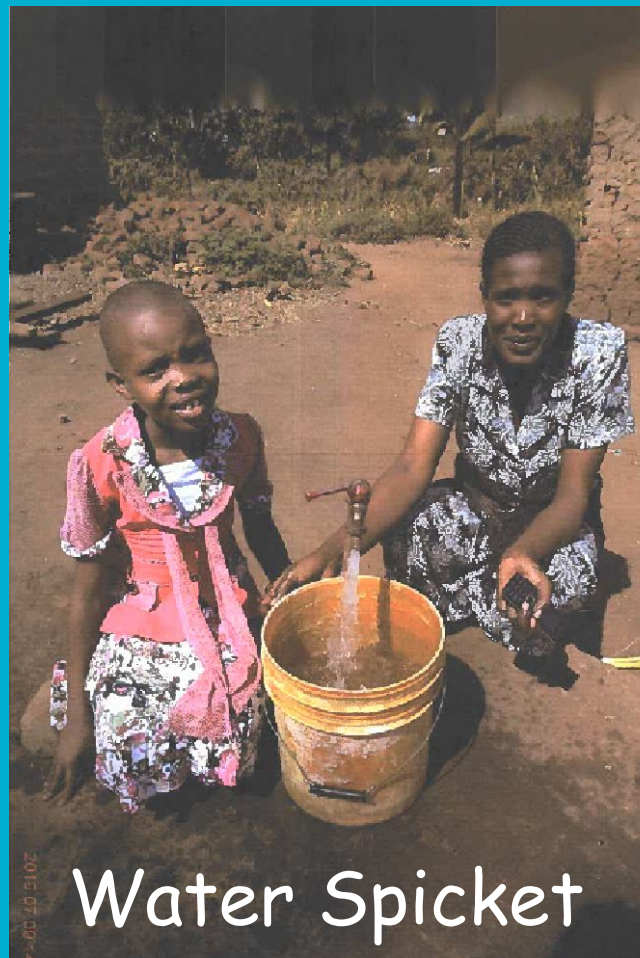
**We raised \$702.04 with the help of our
Cooley Family and Community!**

**We gave these suggestions to Compassion
International. However, the family will make
the final decision.**

Water Well	\$52.00
Two Fruit Trees	\$70.00
Vegetable Seeds	\$30.00
Two Goats	\$200.00
Three Chickens	\$120.00
One Pig	\$200.00
Where most needed	\$28.00
Total Donated:	\$700.00



Two Calves



Water Spicket

The Flipgrid logo consists of a green speech bubble pointing to the right, containing the word "FLIPGRID." in white, bold, sans-serif capital letters. Below the speech bubble is a dark green shadow.

FLIPGRID.



Student Reflection