

## Unit 1: Building Strong Communities

### WEEK 1 Day 5

#### Vocabulary & Language

##### Introduce Carousel Brainstorm

Note: The Carousel Brainstorm takes 15 minutes, rather than the usual 10 minutes.

<b>Weekly Question</b>	Who am I, and who are we together?
<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>community:</b> a group of people who share space and ideas <b>responsibility:</b> something you do because people depend on you <b>agreement:</b> when two or more people decide how something should be done <b>bilingual:</b> able to speak and understand two languages
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>● chart paper, 6 pieces Write “community” in the center of three pieces of paper and “responsibility” in the center of the other three. Post the papers in six different areas of the classroom (alternating words around the room) at a height that children can write on them.</li><li>● markers, one for each child</li><li>● timer or stopwatch</li></ul> Plan for six groups of children.
<b>Opening</b>	<i>This week, we learned a routine for learning new words, and we talked about Great Sentences. There’s one more routine we’ll use each week in our Vocabulary and Language lessons: Carousel Brainstorm. In this routine, you’ll be able to show what you understand about our Weekly Words.</i>
<b>Key Activity</b>	Introduce the Carousel Brainstorm routine. <i>Have you ever been on a carousel, or a merry-go-round? [Explain how a carousel works.]</i>

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*This routine is called Carousel Brainstorm because you'll all be moving around the classroom in a big circle, like you move on a carousel or a merry-go-round.*

Indicate the locations of the posted word papers.

*Look around the classroom: there are large sheets of paper with two of our vocabulary words written on them—"community" and "responsibility."*

*You'll work in groups. You'll begin at a large piece of paper. When you get there and I give this signal [demonstrate], you'll talk with your group about the word on the paper. You might tell the others in your group what you remember about the word, or you might use it in a sentence. And you'll listen to what your classmates have to say. After this short conversation, you will draw a picture or write some words or a sentence to represent what you know about the word. You can work together on this, or you can write or draw on your own.*

*After three minutes, I'll give the signal again, and your group will move to the next piece of paper with a different word on it. And you'll do the same thing with that word!*

Talk briefly about some possibilities for recording understanding about words.

*What might I draw or write about "community?"*

*What might I draw or write about "responsibility?"*

Gather a few ideas for each word. Provide clarifications and examples as needed.

*Remember that before you begin writing and drawing, you'll talk with your group to share ideas. This is a way for you to collaborate in learning our new words and to show what you understand by writing and drawing.*

Direct each group to a particular paper and then begin the timer. As children practice the Carousel Brainstorm routine, circulate to observe and offer support. At the signal, help children move smoothly from one word to the next. Each group should interact with both words.

The prescribed time for each station visit is three minutes; consider extending the time appropriate to the pace at which the children are working.

	After two rounds, 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 two words.
<b>Closing</b>	<p>Save a few minutes to talk about the routine itself—what was fun and what was challenging.</p> <p><i>This routine is a fun way for us to show what we have learned about new words. Since today is our first day using this routine, we worked with just two words. Next week, we'll try it with more words! I bet we'll see that you add more and more to the papers as we move through the year.</i></p>
<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>	<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**



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