

Unit 1: Building Strong Communities

WEEK 3 Day 5

Vocabulary & Language
Carousel Brainstorm

Weekly Question	What roles and responsibilities do we have 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	individual: having to do with one unique person role: job or part you play common good: something that is good for all people public space: lands or buildings in a community that can be used by any member of that community law: a rule made by the government of a city, state, or country characteristics: qualities of a person
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 Plan for four groups of children. Note: This lesson is planned for children to interact with four words; adjust for an appropriate number of rounds. It may be that children work with fewer words as they build familiarity with the routine and the class works out management kinks.
Opening	<i>This week, we'll do our third Carousel Brainstorm. It's called Carousel Brainstorm because you move around the class in a big circle, just like a carousel. Remember, at each word, you talk with your group and then draw and write to show what you have learned</i>

	<p><i>about the word. We'll use four of our Weekly Words again this week.</i></p>
<p>Key Activity</p>	<p>Show the vocabulary cards and review definitions for all of the Weekly Words, highlighting those selected for the Carousel Brainstorm.</p> <p><i>Before we begin, let's take a quick look at our Weekly Words and remind ourselves about each of the words we'll see in our Carousel Brainstorm.</i></p> <p>Talk briefly about some possibilities for recording understanding about one of the words.</p> <p><i>What might I draw or write about the word "law?"</i></p> <p>Gather a few ideas. Provide clarifications and examples as needed.</p> <p>Review the Carousel Brainstorm routine.</p> <p><i>Look around the classroom: there are large sheets of paper with some of our Weekly Words written on them.</i></p> <p><i>You'll work in groups. I'll send each group to a piece of paper to begin. 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 your group members what you remember about the word or use it in a sentence. You'll listen to what your classmates have to say. After this short conversation, you will draw a picture or write some words to represent what you know now about the word. You can work together on this, or you can write or draw on your own.</i></p> <p><i>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. We'll keep going all around the room, moving from word to word, until you have visited all of the words.</i></p> <p><i>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.</i></p> <p>Direct each group to a particular paper and then begin the timer. The prescribed time for each station visit is three minutes; consider extending the time appropriate to the pace at which the children are working.</p> <p>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 all four words, or as many as planned.</p>

	After the set number of 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 words.
Closing	Save a few minutes to talk about the routine itself—what was fun and what was challenging. <i>This routine is a fun way for us to show what we have learned about new words.</i>
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	Listen to children’s conversations as they circulate. How do children participate? Review each sheet of chart paper. Do children’s drawings and writing reflect an understanding of the vocabulary words?

Notes

