



WEEK 1 Day 2

Text Talk

Drafting Classroom Agreements

This lesson is the first of a pair (see Week 2, Day 5) that offer suggestions for establishing classroom expectations and agreements. The goal is to end up with a short list of agreements that every member of the learning community can hold to. You may have a process for setting classroom expectations that you choose to maintain. Regardless, in keeping with the unit of study, the focus of these discussions should be on how we operate as individuals who are part of and who contribute to a community, rather than strictly on behavioral expectations.

Big Ideas	<p>People belong to communities. Everyone has a role.</p> <p>Caring for each other builds community.</p>
Weekly Question	Who am I, and who are we together?
Content Objectives	<p>I can use key details to describe classroom agreements in <i>All Are Welcome</i>. (R.6.1.a)</p> <p>I can begin to develop agreements with my classmates to create a strong learning community. (Civics & Government 2)</p>
Language Objective	I can talk with my classmates about ideas for classroom agreements. (SL.1.1)
SEL Objective (Boston)	I can share my ideas to contribute to the creation of a strong classroom community. (SR 4.1)
Vocabulary	<p>rule: a statement about what is or isn't allowed</p> <p>agreement: something that two or more people decide is true</p> <p>community: a group of people who share space and ideas</p>
Materials and Preparation	<ul style="list-style-type: none"> ● chart paper and markers <p>At the top of the paper, write the question, "How do we want to be</p>

	<p>together in our classroom?”</p> <ul style="list-style-type: none"> • <i>All Are Welcome</i>, Alexandra Penfold Flag pages 5-6 (“In our classroom safe and sound...”). <p>On the whiteboard write: How do we want to be together in our classroom? In our classroom, we will _____.</p>
<p>Opening 1 minute</p>	<p><i>We are going to spend a lot of time in this classroom together as a community. As we begin our school year, let’s think together about how we want our classroom to feel, look, and sound so that we can all do our best learning together. Today we will talk about and write down some class agreements for how we want things to go while we’re in the classroom together.</i></p> <p>Set a purpose for the lesson. <i>Today we’ll think about some agreements we want to make for our first grade classroom. We’ll listen carefully to each other’s ideas and see what we can agree on. By making these agreements, we’ll be creating a strong community!</i></p>
<p>Text and Discussion 8 minutes</p>	<p><i>We are just getting to know each other. Let’s first think about what happens when you meet someone new. Stop and think about this: what do you do when you meet someone for the first time?</i></p> <p><i>When you have an idea, put your thumb up in front of your chest, like this:</i></p> <p>Demonstrate this signal (the one children use during math lessons), or another signal like it to be used throughout the year.</p> <p><i>What do you do when you meet someone for the first time?</i> Allow children a moment to think quietly. Encourage them to use the established signal when they are ready with an idea.</p> <p>Harvest ideas from the group. Some responses might include introducing ourselves by name, bowing heads or shaking hands, talking about what we like to do, sharing information about families or where we live.</p> <p><i>We will get to know each other really well this year in first grade! To be a strong community, we will need to agree about how to work, talk, and explore together.</i></p> <p>Introduce the chart.</p>

	<p><i>Today we will write some agreements that answer this question: How do we want to be together in our classroom?</i></p> <p><i>An agreement is something that people think the same thing about. Write the word “Agreements” underneath the question on the chart paper.</i></p>
pages 5-6	<p><i>Yesterday we looked closely at these pages.</i></p> <p>Reread the pages.</p> <p><i>What is one agreement these children have in their classroom? How do we know from the words and illustrations on these pages that this is an agreement in this classroom?</i></p> <p>Reread the text slowly, and allow children to look carefully at the illustrations. Raising hands may not be the only agreement children discern from the illustrations (making eye contact, sitting); ask them to cite details for other ideas they present.</p> <p><i>How does this agreement help make their classroom a good place for everyone to learn?</i></p>
<p>Key Activity 15 minutes</p>	<p><i>People in communities make agreements and follow rules. A rule states that something is allowed or not allowed. Rules are important to keep everyone safe. What are some examples of school rules we follow?</i></p> <p><i>We didn’t make these rules, but in our community people follow the rules so everyone is safe. An agreement is something that people decide on together.</i></p> <p><i>Let’s think about agreements we would like to have this year to make our classroom a good, fun place to learn.</i></p> <p><i>We’ll use Think, Pair, Share, like we did yesterday. I’ll ask a question, and you’ll have time to first think about it and then talk to a partner. Then we’ll talk all together to share some of your ideas.</i></p> <p>Select a child to help model the routine. Describe the parts of the routine and expectations for each part (thinking without talking, finding and turning toward a partner, taking turns speaking, turning back to the whole group).</p> <p><i>How do we want to be together in our classroom this year? To make it sound like an agreement, you might start your idea with the words, “In our classroom, we will ...” Refer to the sentence starter on the board.</i></p>

	<p>Facilitate Think, Pair, Share at a pace appropriate for the group.</p> <p>Return to the whole group and solicit ideas. Record on the Agreements chart those ideas around which the group expresses solid agreement. If some children disagree about an idea, record it with a mark that indicates that it needs further exploration or discussion.</p> <p>As the whole group discussion unfolds, children may list rules rather than agreements. Resist creating a list of Don'ts. Similarly, resist lumping ideas into broad, abstract concepts ("Be respectful"). Steer the discussion toward specific agreements that are positive, actionable, and relevant to the particular needs of this classroom community and its members.</p>
<p>Closing 1 minute</p>	<p><i>I can hear that you really want to have a strong community in our classroom! We will try these agreements out for a while, to see if they are just the right ones for us. We might want to change or add to them, but for now, we'll see how they make us feel together.</i></p>
<p>Standards</p>	<p>R.6.1.a Describe characters, settings, and major events in a story, including details about who, what, when, where, and how.</p> <p>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.</p> <p>Civics & Government 2: Students understand the concepts of rights, duties, responsibilities, and participation by explaining the purpose of school/classroom rules and state laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict.</p> <p>(Boston) SEL SR 4.1 Demonstrate consideration of others. Contribute to the well-being of the school and community with voice and active participation.</p>
<p>Ongoing assessment</p>	<p>Listen to children's responses during partner and whole group conversations.</p> <p>How do children use the words and illustration to consider the experiences of the children in the classroom community portrayed in the book?</p> <p>What is noticeable about how children take turns speaking and listening to each other's contributions?</p> <p>What agreements do children suggest?</p> <p>How do children express understanding of their participation in the classroom community?</p>