

Unit 1: Building Strong Communities

WEEK 8 Day 4

Text Talk
Reflecting on Classroom Agreements

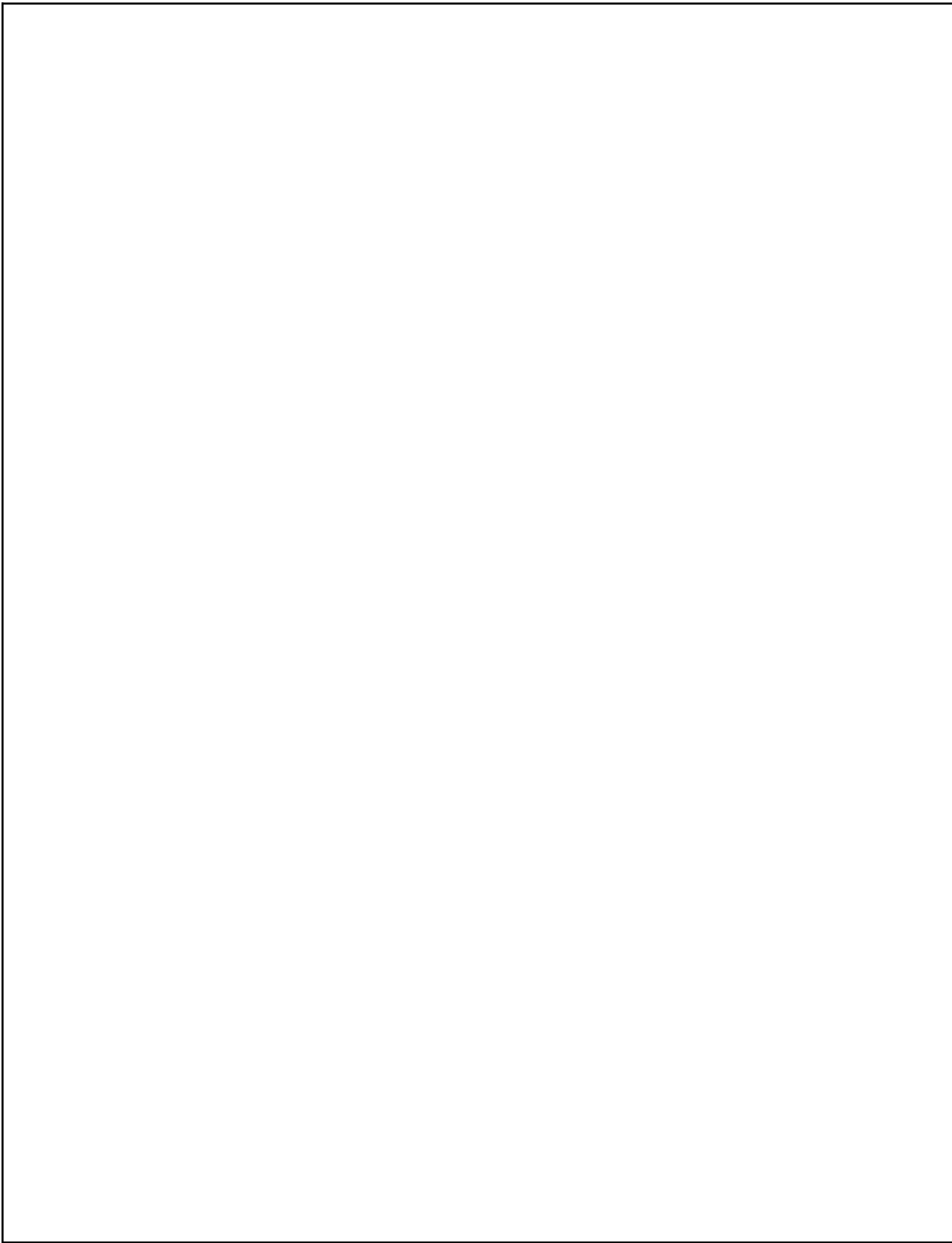
Big Ideas	People belong to communities. Everyone has a role. Caring for each other builds community.
Weekly Question	What is a community?
Content Objective	I can discuss how our classroom agreements help us create a strong learning community. (Civics & Government 1)
Language Objective	I can describe a time when a classroom agreement was important in making our community work well. (SL.3.1.a)
SEL Objective (Boston)	I can interact and work positively as a member of our classroom community. (SR 2.1)
Vocabulary	rule: a statement about what is or isn't allowed agreement: something that two or more people decide is true community: a group of people
Materials and Preparation	<ul style="list-style-type: none">• Agreements chart, from Week 2, Day 5 Review the agreements. Consider how they have been accessed and used by the classroom community over the course of the unit.• markers• crayons, one crayon for each child and two of each color, for the Matching Crayons routine
Opening 3 minutes	<i>Way back at the beginning of the school year, we made a list of agreements to help build our classroom community.</i> Set a purpose for the lesson. <i>Today we'll look again at the agreements and talk about when we have used them. We might find that they are just right for building a</i>

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	<p><i>strong classroom community, and we might find that there's an agreement we'd like to add.</i></p> <p><i>We're going to use a new routine today called Matching Crayons, and you'll talk to two or three different partners. [Determine the capacity of the group for multiple transitions and facilitate accordingly.] Changing partners might be tricky. There might be an agreement we use to do this well! [For example, an agreement may be something such as, Listen carefully when someone is speaking.]</i></p>
<p>Text and Key Discussion 20 minutes</p>	<p>Reread all of the classroom agreements.</p> <p>Distribute the crayons so that each child has a color pair somewhere in the group. Describe how the routine will work.</p> <p><i>You are going to stand up and find the other person in the room who has a crayon that matches yours. That's the first person you will talk to.</i></p> <p>Support children to move slowly around the room to find their partners.</p> <p>Reread the first agreement.</p> <p><i>Talk with your partner about a time when you used this agreement or saw someone else use it. Say why that agreement was important. Try to describe the situation exactly. You might begin, " _____ used this agreement when _____."</i></p> <p>Keeping children with the same partners, read the second agreement, and have children think again about when the agreement was used and why it was important.</p> <p>Draw the group's attention back together, and harvest a few ideas aloud.</p> <p><i>Now you'll find a new partner. See if you can find someone with a color that is close to yours, but not exactly the same. For example, I have orange, so I might partner up with someone who has red or yellow.</i></p> <p>Repeat this process for each agreement, sharing aloud and moving to new partners to the extent that the group can do so efficiently. (For a third round, direct children to find partners with colors that are very different from their own.)</p> <p>If, in reviewing agreements ahead of the lesson, a recurring problem was identified, take a moment to make an appropriate, related agreement.</p> <p><i>I have noticed that sometimes...</i></p>

	<p><i>Has anyone else noticed that? What agreement might we make now to address this in our community?</i></p>
<p>Closing 2 minutes</p>	<p><i>How do our agreements make our classroom community strong?</i> Allow children a moment to reflect on this question. <i>These agreements can make our community stronger because they mean everyone has a fair chance to learn and get what we need. We will use these agreements all year long!</i></p> <p><i>If you'd like to, you might choose to make a poster of one of the agreements during Studios.</i></p>
<p>Standards</p>	<p>SL.3.1.a Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. Civics & Government 1: Students understand key ideas and processes that characterize democratic government in the community and the United States by recognizing symbols, monuments, celebrations, and leaders of State government. SEL SR 2.1. Develop rewarding positive relationships and work collaboratively with others.</p>
<p>Ongoing assessment</p>	<p>During the whole class discussion, note how children connect the agreements to daily classroom activities. How do children understand that specific actions contribute to strengthening the classroom community?</p> <p>Note how children refer to, embrace, and, in some cases, struggle with the classroom agreements during the course of classroom activity. Use this information to assess social emotional learning and habits of work over time.</p> <p>Consider how the new routine, Matching Crayons, went, and plan to practice with any needed tweaks or reinforcement during an upcoming lesson.</p>

<p>Notes</p>



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