

WEEK 6 Day 5

Read Aloud
Synthesis of Unit Ideas

To review and wrap up Unit 1, children look closely at the Unit Question Chart and discuss key concepts and vocabulary from the unit.

Big Idea	Individuals, or citizens, come together to work, live, learn, and relate to each other in communities.
Unit Question	What does it mean to be a member of a community?
Guiding Questions	Why is collaboration and working together important? When is it important to work in a group or independently?
Content Objective	I can describe connections among ideas and identify themes about community. (RI.K.3)
Language Objective	I can explore the meaning of the word community through a collaborative discussion. (SL.K.1, L.K.5)
SEL Objective	I can discuss my roles and responsibilities as a member of my classroom community. (SA 5.1, K.T1.2)
Materials and Preparation	<ul style="list-style-type: none"> ● “Community” slides ● Unit Question Chart(s) from Weeks 1-5 ● highlighters, markers, or sticky notes <p>Prior to the lesson, read over the Unit Question Chart(s) with children’s evolving ideas about community. Select one theme that emerges and mark related ideas with like-colored dots or sticky notes. (For example, mark with a blue dot any ideas that capture the importance of collaboration.) Notice other emerging themes, but do not code them in advance of the lesson.</p> <p>Post the chart(s) in the meeting area. If there are more than one, make sure that they can be viewed simultaneously.</p>
Opening 1 minute	Introduce the task and set a purpose for the lesson. <i>We are at the end of our first unit of study, Our Community. Each</i>

	<p><i>week since the beginning of the school year, we have considered our Unit Question: What does it mean to be a member of a community? I have read over our chart(s) to see how our thinking has grown and changed. I've marked ideas that are connected.</i></p> <p><i>Today, you'll get to look at all of our ideas about what it means to be a member of a community, and especially what it means to be a member of our classroom community.</i></p> <p><i>We'll also use our Grow a Definition routine to have a final conversation about what the word community means to us.</i></p>
<p>Unit Question Chart 2 minutes</p>	<p><i>First let's see if there is anything we want to add to our Unit Question chart this week, since we haven't recorded anything since we've read Big Al and Shrimpy or "The More we Get Together."</i></p> <p>Read the Unit Question and harvest a few ideas to record on the chart. As needed, remind children about the themes of collaboration that they brought up earlier in the week.</p>
<p>Text and Discussion 6 minutes</p>	<p>Turn children's attention to the Unit Question Chart(s) from Weeks 1-5. <i>We've been thinking about communities for six weeks! Let's look back at some of the ideas we've had and see how we can make sense of them all together.</i></p> <p>Read the ideas previously marked as connected. Model synthesizing ideas. <i>When I was reading the charts, I noticed these three ideas are all about people working together to solve a problem. I put blue dots next to these ideas because they are all about collaboration.</i></p> <p>Read several other ideas that are connected, without revealing a particular theme. Invite children to notice and name connections among the ideas and to select a color to attach to the theme. <i>What is similar about all of these ideas? [i.e. All these ideas are about valuing differences and diversity in a classroom community.]</i></p> <p>Name the theme.</p> <p>Continue the same exercise to surface and name two or three important themes.</p>
<p>Key Discussion and Activity 8 minutes</p>	<p><i>Let's talk with our partners about the word "community" by using our Grow a Definition routine.</i></p> <p>Begin with any of the images on the slides. Invite children to Think, Pair, Share in response to the question, <i>How does this picture show the meaning of the word community?</i></p> <p>Continue the same prompt with additional images as time permits.</p>
<p>Closing</p>	<p><i>Even though we will be starting a new unit, we will use what we</i></p>

3 minutes	<p><i>have learned about communities all year long. Think about the discussions we've had today. What can you do to continue being a caring member of our classroom community?</i></p> <p>Facilitate a brief discussion. Extend this conversation during a community meeting at another time.</p>
Standards	<p>RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.</p> <p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>K.T1.2. Take on responsibilities and follow through on them, being helpful to and respectful of others (e.g., volunteer for and carry out tasks in the classroom and at home).</p> <p>SA 5.1. Demonstrate awareness of self as a member of a family, culture, and community. Identify systems of support.</p>
Ongoing assessment	<p>Listen to children's responses during whole group conversation and Think, Pair, Share.</p> <p>Note how children are synthesizing the information learned. Are they thinking flexibly? How are they consolidating new information?</p> <p>How do children understand the Big Ideas? Do they use key unit vocabulary to discuss connections on the charts?</p> <p>How do children describe and explain the meaning of the word "community?"</p>

Notes