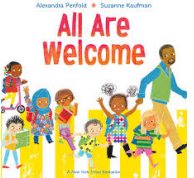

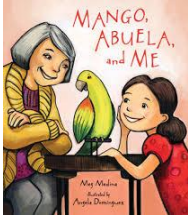
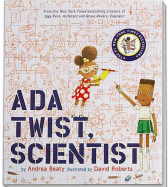

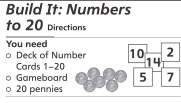


# Unit 1: Building Strong Communities

# WEEK 1 At a Glance

Weekly Question: <b>Who am I, and who are we together?</b>					
<p><b>Texts</b></p> 	<p><b>Vocabulary and Language</b></p> <p>Day 1: Introduce Weekly Words: community, responsibility            Day 2: Introduce Weekly Words: agreement, bilingual            Day 3: Nouns            Day 4: Introduce the One Great Sentence routine            Day 5: Carousel Brainstorm</p>				
 	<p><b>Text Talk</b></p> <p>Day 1: <i>All Are Welcome</i>            Day 2: Drafting Classroom Agreements            Day 3: “You’ll Sing a Song and I’ll Sing a Song”            Day 4: <i>Mango, Abuela, and Me</i>, Read 1            Day 5: <i>Mango, Abuela, and Me</i>, Read 2</p>				
	<p><b>Stations</b> See <i>Week 1 Launching Stations for introductions.</i></p> <p>Independent and Partner Reading introduced (Day 4)            Listening &amp; Speaking introduced (Day 3): Talk, Draw, Talk            Vocabulary introduced (Day 2): Draw for Meaning (family, friend, school, hello)            Word Work introduced (Day 5): Initial Sound BINGO  <i>Shared Reading and Science Literacy begin in Week 2.</i></p>				
<p><b>Mentor texts</b></p> 	<table border="1"> <thead> <tr> <th data-bbox="410 1272 789 1314"><b>Science and Engineering</b></th> <th data-bbox="797 1272 1425 1314"><b>Studios</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="410 1318 789 1486">           Lesson 1: What Does a Scientist Do?            Lesson 2: Introducing Science Journals         </td> <td data-bbox="797 1318 1425 1486">           Inventories and exploration of studio materials; establishing common understandings and routines.         </td> </tr> </tbody> </table>	<b>Science and Engineering</b>	<b>Studios</b>	Lesson 1: What Does a Scientist Do? Lesson 2: Introducing Science Journals	Inventories and exploration of studio materials; establishing common understandings and routines.
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Lesson 1: What Does a Scientist Do? Lesson 2: Introducing Science Journals	Inventories and exploration of studio materials; establishing common understandings and routines.				
	<p><b>Writing: Writing Basics</b></p> <p>Day 1: Deconstruction: Why We Write            Day 2: Individual Construction            Day 3: Individual Construction            Day 4: Individual Construction: Telling and Writing Stories            Day 5: Individual Construction: Telling and Writing Information</p>				

Unit 1: Building Strong Communities

WEEK 1 Days 1 & 2

**Vocabulary & Language**  
Introducing and Practicing the Weekly Words Routine

<b>Weekly Question</b>	Who am I, and who are we together?				
<b>Language Objective</b>	I can talk with my classmates about words. (SL.1.1) I can connect words to my own real-life experiences. (L.5.1.c)				
<b>Vocabulary</b>	<table border="1"><tr><td><b>Day 1</b></td></tr><tr><td><b>community:</b> a group of people who share space and ideas <b>responsibility:</b> something you do because people depend on you</td></tr><tr><td><b>Day 2</b></td></tr><tr><td><b>agreement:</b> something that two or more people decide is true <b>bilingual:</b> able to speak and understand two languages</td></tr></table> <p>Notes: The Weekly Words lesson is repeated on Days 1 and 2 each week, using half of the words at a time. In this first week of school, only four words are introduced. Going forward, six words will be introduced each week.</p>	<b>Day 1</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>Day 2</b>	<b>agreement:</b> something that two or more people decide is true <b>bilingual:</b> able to speak and understand two languages
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<b>Day 2</b>					
<b>agreement:</b> something that two or more people decide is true <b>bilingual:</b> able to speak and understand two languages					
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>● Week 1 Weekly Words cards</li><li>● chart paper Create the week’s Weekly Words chart by writing out the words and their definitions. Add icons, sketches, or images as appropriate.</li><li>● Weekly Words Routine chart (optional) If useful, create an anchor chart to use for reference throughout the year. See the Vocabulary and Language Introduction (Part 2: Components).</li></ul>				

<p><b>Opening</b> Day 1</p>	<p><i>In our classroom, we all have important ideas to share. When we collaborate and help each other learn new words, we become a stronger classroom community.</i></p>
<p>Day 2</p>	<p><i>Today we'll practice the same Weekly Words routine we used yesterday. Today's words are "agreement" and "bilingual."</i></p>
<p><b>Discussion</b> Day 1</p>	<p><i>We will learn lots of new words this year! Every time we study new words together, we will use the same Weekly Words routine. Let's practice it now with the word "community."</i></p> <p>Follow the steps of the vocabulary routine. Refer to the Weekly Words chart and explain each step as needed. Hold up the appropriate word card as each word is taught.</p> <p><i>First, I'll pronounce the word, and you'll repeat it.</i> Pronounce the word fluently, <i>community</i>. Point to the children to indicate their turn to say the word. Repeat two times.</p> <p><i>Second, you'll let me know if the word is familiar to you. Think to yourself: Do I know this word? If you think you know the word we're learning, show me a thumb up. If you have not heard the word before, or if you're not sure, that's fine. Just show me a thumb down.</i></p> <p><b>Community.</b> <i>Do you think you know this word?</i> Encourage children to show a thumb up or down and survey the group. Draw a conclusion aloud, such as, <i>This is a new word for many of you.</i></p> <p>Define the word in child-friendly language, pointing to the definition on the chart. <i>Third, I'll give you a definition; I'll tell you what the word can mean. A definition of <b>community</b> is "a group of people who share space and ideas."</i></p> <p>Elaborate about the meaning of the word. <i>We talked about this word during Text Talk today. Some examples of communities are neighborhoods, classrooms, and sports teams.</i></p> <p>Think, Pair, Share. <i>Fourth, after we talk about the meaning of the word, we're going to use the same Think, Pair, Share routine we practiced during Text Talk. The question you're going to answer with your partner is: What communities are you a part of?</i></p> <p>Post the word.</p>

	<p><i>Finally, we'll post the new word here [indicate space] with a picture that will help us remember it.</i></p> <p>Repeat the process with the word "responsibility."</p> <hr/> <p><b>Responsibility</b>  Elaboration:  <i>One responsibility I have is making sure you have all the materials you need for learning in school. Another of my responsibilities is making sure everyone is safe.</i></p> <p>Think, Pair, Share prompt:  <i>What is a responsibility you have as a member of your family?</i></p>
Day 2	<p><b>Agreement</b>  Elaboration:  <i>When I make an agreement with my friend, I know that we are both thinking the same thing. We both have the same idea about how something will go.</i></p> <p>Think, Pair, Share prompt:  <i>Talk about a time when you made an agreement with a friend or a family member.</i></p> <hr/> <p><b>Bilingual</b>  Elaboration:  <i>My grandmother is bilingual; she speaks and understands Russian and English. My father is not bilingual; he can understand Russian a little bit, but he only speaks in English.</i></p> <p>Think, Pair, Share prompt:  <i>Do you know anyone who is bilingual? What languages do they speak and understand?</i></p>
<b>Closing</b>	<p><i>Learning new words will be an important part of first grade. We'll work with our new words every day before Text Talk, and we'll have a new group of words each week. During our vocabulary lessons, we'll all have opportunities to teach and learn from one another.</i></p>
<b>Standards</b>	<p><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.</p> <p><b>L.5.1.c</b> Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p>

<b>Ongoing assessment</b>	<p>How do children interact with new and familiar words?</p> <p>How do children respond when they discover an error in their understanding or use of a word? How flexible are they when confronted with new definitions?</p> <p>How do children talk with peers about new words—do they use gestures, substitute familiar words, dig for descriptions, tell stories?</p> <p>Make notes about children’s familiarity with various kinds of words and the connections they make to specific words. Use this information to plan for embedded opportunities for teaching and reinforcing words.</p> <p>Use of a strategy such as pulling equity (name) sticks supports the participation of all children. Even with this kind of strategy, some children will benefit from extra turns for verbal participation.</p> <p>Keeping a class vocabulary list will allow for keeping track of children’s vocabulary growth over time.</p>
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<b>Notes</b>
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community

<https://btu.org/learning/west-zone-early-learning-center/>



responsibility

<https://www.cbc.ca/parents/learning/view/easy-ways-to-get-young-kids-to-start-giving-back>

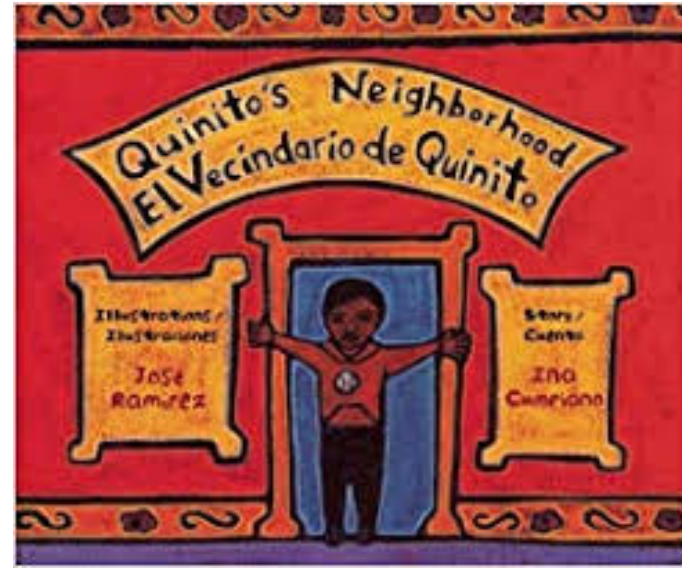
Weekly Words U1 W1

Focus on First/ 1st Grade for ME | Boston Public Schools Department of Early Childhood P-2/  
Maine Department of Education



agreement

<https://www.freeimages.com/search/kid-shaking-hand>



bilingual

<https://www.amazon.com/Quinitos-Neighborhood-El-Vecindario-Quinito/dp/0892392290>

Weekly Words U1 W1

Focus on First/ 1st Grade for ME | Boston Public Schools Department of Early Childhood P-2/  
Maine Department of Education

Unit 1: Building Strong Communities

WEEK 1 Day 3

**Vocabulary & Language**  
Nouns

<b>Weekly Question</b>	Who am I, and who are we together?									
<b>Language Objectives</b>	I can identify and use common nouns. (L.1.1.a)  I can sort nouns into categories to get a better sense of what the words mean. (L.5.1.a)									
<b>Vocabulary</b>	<b>agreement:</b> something that two or more people decide is true <b>noun:</b> a person, place, thing, or idea									
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>• Weekly Word card: agreement</li><li>• <i>All Are Welcome</i>, Alexandra Penfold, pages 19-20 flagged</li><li>• whiteboard and marker</li></ul> <p>On the whiteboard, create the following chart. Leave space to write a sentence below the chart.</p> <table border="1" style="margin-left: auto; margin-right: auto;"><thead><tr><th colspan="3" style="text-align: center;">Nouns</th></tr><tr><th style="text-align: center;">People</th><th style="text-align: center;">Places</th><th style="text-align: center;">Things</th></tr></thead><tbody><tr><td style="height: 100px;"></td><td></td><td></td></tr></tbody></table>	Nouns			People	Places	Things			
Nouns										
People	Places	Things								
<b>Opening</b>	<i>Today we are going to learn about nouns, an important part of speech. We will identify, use, and sort nouns into categories.</i>									



<b>Discussion</b>	<p><i>A <b>noun</b> is a person, place, thing, or idea. In the illustrations in All Are Welcome, we see a lot of children. <u>Children</u> are people. So are <u>teachers</u>. These are nouns. <u>Classroom</u> and <u>outside</u> are places. <u>Pencils</u> and <u>bells</u> are things. Places and things are nouns. <u>Agreement</u>, one of our weekly words is also a noun! Even if you can't hold it in your hand, it's a thing—something that two or more people decide is true.</i></p> <p><i>Can you help me add these words to our chart in the correct columns? I will reread the words, and you can tell me where they should go on our chart. When we put nouns into categories, it helps us better understand what the words mean.</i></p>
<i>All Are Welcome</i> Pages 19-20	<p><i>Think, Pair, Share. What other people, places, or things do you see?</i></p> <p>Elicit a few responses. Record the nouns in the correct columns on the chart. Address misconceptions if children are choosing words that are not nouns. If children suggest proper nouns, explain that names of specific people, places, or things are a different kind of noun, and that these will be addressed on a different day, as will the concept of nouns as ideas.</p> <p><i>Let's write a sentence using some of these nouns.</i></p> <p>Generate a sentence and write it on the whiteboard. Encourage the use of Weekly Words and concepts.</p> <p>Read the sentence aloud, underlining the nouns.</p>
<b>Closing</b>	<p><i>Today in this Vocabulary and Language lesson we identified and used nouns. We categorized them as people, places, or things.</i></p>
<b>Standard</b>	<p><b>L.1.1.a</b> Use common, proper, and possessive nouns.</p> <p><b>L.5.1.a</b> Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p>
<b>Ongoing assessment</b>	<p>During the discussion, listen for evidence that children are understanding nouns.</p> <p>Do they offer people, places, and things?</p> <p>Are they able to place nouns into categories?</p>

<b>Notes</b>
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## Unit 1: Building Strong Communities

### WEEK 1 Day 4

#### Vocabulary & Language

##### Introducing the One Great Sentence Routine: Nouns

<b>Weekly Question</b>	Who am I, and who are we together?
<b>Language Objective</b>	I can identify and use common nouns. (L.1.1.a)  I can sort nouns into categories to get a better sense of what the words mean. (L.5.1.a)
<b>Vocabulary</b>	<b>noun:</b> a word that names a person, place, thing, or idea <b>community:</b> a group of people who share space and ideas
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>• Weekly Word card: community</li><li>• whiteboard and marker</li></ul> On the whiteboard, write: My brother walks to the store in our community to buy milk and cereal.
<b>Opening</b>	<i>Yesterday we talked about nouns, sorted nouns into categories, and created our own sentence with some of those nouns. Today, we're going to look at a new sentence and identify the nouns. When we do this—look closely at just one sentence—we'll call it our One Great Sentence routine.</i>
<b>Discussion</b>	<i>Let's read our sentence closely.</i> Read the sentence twice, once at a natural rate and once more slowly.  <i>A <b>noun</b> is a person, place or thing. Let's find the nouns in this sentence.</i> Invite children to come to the board to underline each noun: brother (person), store (place) community (people), milk (thing), cereal (thing). As one child underlines a noun, invite a second child to categorize it.  <i>This sentence has five nouns, and we found them all.</i>

<b>Closing</b>	<i>Knowing which words in a sentence are nouns helps as readers and writers. Today we looked at a new sentence and practiced identifying and categorizing nouns.</i>
<b>Standard</b>	<b>L.1.1.a</b> Use common, proper, and possessive nouns. <b>L.5.1.a</b> Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
<b>Ongoing assessment</b>	During the discussion, notice who volunteers to identify and categorize the nouns. Note comments that reveal confusion.

**Notes**

## 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> <p>Plan for six groups of children.</p>
<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>

Vocabulary & Language U1 W1 D5

*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.

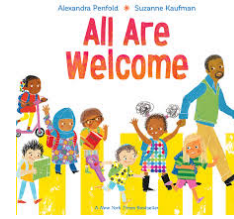
	After two rounds, bring the whole group back together with the papers. Share the work from the papers, highlighting the different ways children have shown their understanding of the two words.
<b>Closing</b>	<p>Save a few minutes to talk about the routine itself—what was fun and what was challenging.</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**



Vocabulary & Language U1 W1 D5

Unit 1: Building Strong Communities



WEEK 1 Day 1

**Text Talk**  
***All Are Welcome***

<b>Big Ideas</b>	<p>Caring for each other builds community.</p> <p>When people in communities talk, work, play, and learn together, they can create positive change.</p>
<b>Weekly Question</b>	Who am I, and who are we together?
<b>Content Objectives</b>	<p>I can describe a school community using key details from illustrations and words. (R.11.1.a, R.11.1.b)</p> <p>I can use key details in illustrations and words to explain the central message of a text. (R.5.1.a)</p>
<b>Language Objective</b>	I can talk with my classmates about key details in a book and about our own experiences. (SL.1.1, SL.2.1.a)
<b>SEL Objectives (Boston)</b>	<p>I can identify the different personal, cultural, and linguistic assets that people have. (SA 4.1)</p> <p>I can build relationships with the diverse group of people in my classroom. (SR 3.2)</p>
<b>Vocabulary</b>	<p><b>are welcome:</b> everyone can come in</p> <p><b>make haste:</b> hurry</p> <p><b>take part:</b> join in</p> <p><b>community:</b> a group of people who share space and ideas</p> <p><b>diversity:</b> inclusion of different people for many different reasons</p> <p><b>shelter:</b> to keep you safe</p> <p><b>adversity:</b> hardship</p> <p><b>individual:</b> having to do with one unique person</p>



<p><b>Materials and Preparation</b></p>	<ul style="list-style-type: none"> <li>● <i>All Are Welcome</i>, Alexandra Penfold Pre-mark page numbers in the book to correspond with the lesson. Page 1 is the illustrated page that precedes “Pencils sharpened...”</li> <li>● chart paper Prepare the following Weekly Question Chart.</li> </ul> <div data-bbox="545 373 1312 861" style="border: 1px solid black; padding: 10px; text-align: center;"> <p><b>How do we build strong communities?</b> Who am I, and who are we together?</p> </div> <p>As relevant throughout the week, record children’s ideas about the weekly question, noting connections to the unit topic. On Day 5, this chart will be revisited, capturing a diversity of children’s ideas.</p> <p>On the whiteboard, write: “You have a place here. You have a space here. All are welcome here.”</p> <p>What are some things that might make our classroom a place where all are welcome?</p>
<p><b>Opening</b> 1 minute</p>	<p><i>Welcome to our class and to our first unit of 1st Grade for ME—Building Strong Communities! During this unit, we will be thinking about individuals, and we will be thinking about communities. An <b>individual</b> is one unique person. A <b>community</b> is a group of people who share space and ideas. A community might be made up of people in the same family or in the same classroom, or it might be made up of people in the same neighborhood, or on the same sports team. During our unit, we will be talking about different kinds of communities. Also, we will be talking about how being together creates community.</i></p> <p>Introduce the text and set a purpose for reading. <i>Today we will read All Are Welcome by Alexandra Penfold. This book depicts children, teachers, and other adults throughout a school</i></p>

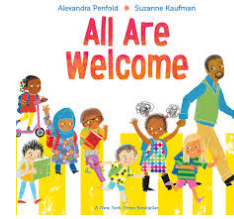
	<p><i>day. It shows and tells about a certain type of school and classroom community.</i></p> <p><i>As we read today, we'll consider key details in the illustrations and words, in order to describe what the day is like for people in this school. Also, we will notice how the central message, that the school is a welcoming community, is presented. Finally, we will make connections to our own experiences of school at the beginning of the year.</i></p>
<p><b>Text and Discussion</b> 12 minutes</p>	<p><i>Let's think about the title of this book. What do you think it means that "all are welcome?"</i></p>
<p>pages 1-2</p>	<p>Model using the illustrations to consider key details. <i>Let's look closely at the illustrations on this page. I see children doing a lot of different things. I see a lot of children smiling. I see children talking to each other. I also see two children who are not smiling, each one standing with an adult. What are some ways different children in this book might be feeling on the first day of school?</i></p> <p>Relate to children's experiences. <i>Thumbs up if you feel happy on the first day of school. Thumbs up if you feel a little nervous. Thumbs up if you feel shy. Thumbs up if you feel excited.</i></p> <p><i>The book tells us "all are welcome." I wonder how this might affect the children's feelings about school. Let's read to find out more!</i></p>
<p>page 6</p>	<p><i>Look closely. What do you notice children doing in this picture?</i></p>
<p>page 12</p>	<p>Emphasize finding key details in the illustrations. <i>What are children doing together in this picture?</i></p> <p><i>Yes, one thing people do together is eat! We can see that even types of bread can be different—in this book there are bagels, flatbreads with toppings, and more. Eating together connects us.</i></p> <p>Relate illustrations to the author's use of key words. <i>I'm also noticing that the words, "All are welcome here," are getting repeated. Why do you think the author does that?</i></p>
<p>page 16</p>	<p><i>There are some important new words on this page. <b>Diversity</b> means the inclusion of people who are different for all kinds of</i></p>

	<p><i>reasons—maybe because they are from different places or speak different languages. A <b>shelter from adversity</b> means a place where you can feel safe. What do you think the picture on these pages is trying to show us about diversity and feeling safe?</i></p>
page 22	<p><i>I can tell from the pictures and words here that these two children, who were feeling shy at the beginning of the book, are now feeling happy to know each other and excited for the next day. I think that they really felt welcomed at school and now they have made friends! Thumbs up if you think we'll make new friends this year at school.</i></p>
page 25	<p><i>What does the author mean when she writes, "Our time together is the best"?</i></p> <p>Finish reading.</p>
<p><b>Key Discussion</b> 10 minutes</p>	<p><i>Now we are going to have an important discussion where you will have time to think and talk about a question. The routine we will use for this discussion is called "Think, Pair, Share." First, you have time to think about the question. Then, you turn and talk to a partner about the question. Then, we return to the whole group and a few people share out. I'll model the routine first.</i></p> <p>Select a child to partner with you. Model and describe the protocol with your behavior expectations for each step—thinking, turning and talking, and returning to the group to share and listen.</p> <p><i>We are going to answer two questions today. I've written key elements of the questions on the board.</i></p> <p>Prompt 1. <i>At the end of the book, the author writes, "You have a place here. You have a space here. All are welcome here." Based on the key details in the illustrations and words we've noticed throughout the book, what does that mean and why is it important?</i></p> <p>Prompt 2. <i>What are some things that might make our classroom a place where all are welcome?</i></p>
<p><b>Closing</b> 1 minute</p>	<p><i>Today we examined the illustrations and words in All Are Welcome in order to think about what it's like at the school in the book. We thought about the central message that all are welcome in that school community. We also made connections to our own experiences at the beginning of the school year. Tomorrow, we'll</i></p>

	<i>think more about how to make our class a safe and welcoming space by writing classroom agreements together!</i>
<b>Weekly Question Chart</b> 1 minute	<p>Introduce the Weekly Question chart.</p> <p><i>Throughout this week, we will be asking and answering the question: Who am I, and who are we together? We can record our ideas here.</i></p> <p><i>In this book, we see a community of children hearing a story together. This is something we do together, too! Let’s add this to our chart: We hear stories together.</i></p> <p>Record this idea to model how these charts will be used each week throughout the year.</p> <p><i>We can add more to our chart during the week.</i></p>
<b>Standards</b>	<p><b>R.5.1.a</b> Retell texts, including details about who, what, when, where, and how; demonstrate an understanding of the theme.</p> <p><b>R.11.1.a</b> Use illustrations and words in a text to describe its characters, setting, or events.</p> <p><b>R.11.1.b</b> Compare and contrast the experiences of characters in various texts.</p> <p><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.</p> <p><b>SL.2.1.a</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><b>(Boston) SEL SA 4.1</b> Identify personal, cultural and linguistic assets.</p> <p><b>(Boston) SEL SR 3.2</b> Cultivate relationships, cooperation and respect with individuals of diverse backgrounds, identities and ability.</p>
<b>Ongoing assessment</b>	<p>Listen to children’s responses during whole group conversation and Think, Pair, Share.</p> <p>Do children effectively draw on key details in the illustrations and words?</p> <p>Can children identify the central message and explain why it’s important?</p> <p>How are children beginning to think about being together in a classroom community?</p>

<b>Notes</b>
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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.

<b>Big Ideas</b>	<p>People belong to communities. Everyone has a role.</p> <p>Caring for each other builds community.</p>
<b>Weekly Question</b>	Who am I, and who are we together?
<b>Content Objectives</b>	<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 &amp; Government 2)</p>
<b>Language Objective</b>	I can talk with my classmates about ideas for classroom agreements. (SL.1.1)
<b>SEL Objective (Boston)</b>	I can share my ideas to contribute to the creation of a strong classroom community. (SR 4.1)
<b>Vocabulary</b>	<p><b>rule:</b> a statement about what is or isn't allowed</p> <p><b>agreement:</b> something that two or more people decide is true</p> <p><b>community:</b> a group of people who share space and ideas</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● chart paper and markers</li> </ul> <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"> <li>● <i>All Are Welcome</i>, Alexandra Penfold Flag pages 5-6 (“In our classroom safe and sound...”).</li> </ul> <p>On the whiteboard write: How do we want to be together in our classroom? In our classroom, we will _____.</p>
<p><b>Opening</b> 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><b>Text and Discussion</b> 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 <b>agreement</b> is something that people think the same thing about. Write the word “Agreements” underneath the question on the chart paper.</i></p>
<p>pages 5-6</p>	<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><b>Key Activity</b> 15 minutes</p>	<p><i>People in communities make agreements and follow rules. A <b>rule</b> 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 <b>agreement</b> 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><b>Closing</b> 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><b>Standards</b></p>	<p><b>R.6.1.a</b> Describe characters, settings, and major events in a story, including details about who, what, when, where, and how.</p> <p><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.</p> <p><b>Civics &amp; Government 2:</b> 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><b>(Boston) SEL SR 4.1</b> Demonstrate consideration of others. Contribute to the well-being of the school and community with voice and active participation.</p>
<p><b>Ongoing assessment</b></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>



WEEK 1 Day 3

**Text Talk**  
**“You’ll Sing a Song and I’ll Sing a Song” (song)**

<b>Big Idea</b>	Caring for each other builds community.
<b>Weekly Question</b>	Who am I, and who are we together?
<b>Content Objectives</b>	<p>I can describe the way that the repetition of words and the choral singing in a song highlight the experience of doing things together. (R.5.1.a, R.7.1.a)</p> <p>I can share with my classmates about how it feels to come together as part of a group. (Civics &amp; Government 2)</p>
<b>Language Objective</b>	I can use drawing and writing to clarify my thoughts and feelings. (SL.3.1.b)
<b>SEL Objective (Boston)</b>	I can sing with my new classmates, developing positive relationships together. (SR 2.1)
<b>Vocabulary</b>	<p><b>image:</b> a picture in your mind</p> <p><b>tune:</b> musical notes that, together, form a nice song</p> <p><b>hum:</b> to sing with your mouth closed</p> <p><b>whistle:</b> a sound made by blowing air through your lips or teeth</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <a href="https://www.youtube.com/watch?v=KTmoAobX5mY">“You’ll Sing a Song and I’ll Sing a Song,”</a> Ella Jenkins (https://www.youtube.com/watch?v=KTmoAobX5mY)</li> <li>● audio technology Set up technology so that the whole group will be able to listen to the song together.</li> <li>● “You’ll Sing a Song and I’ll Sing a Song” lyrics Write the lyrics of the song on chart paper, or prepare to project them.</li> <li>● drawing and writing paper</li> </ul>

	<ul style="list-style-type: none"> <li>● drawing and writing tools</li> </ul> <p>Consider how you want to distribute tools and have children seated for the drawing and writing portion of this lesson. It may be best to have children seated at tables or desks for the entire lesson.</p> <p>On the whiteboard, write:</p> <p>What did listening to, reading, drawing about, and singing this song make you think about? What in the song made you think that?</p> <p>How does singing a song like this together help build our classroom community?</p>
<p><b>Opening</b> 1 minute</p>	<p>Introduce the song.</p> <p><i>Sometimes during Text Talk we will look at different kinds of texts that are not books. Today’s text is a song. We are going to listen to a song called “You’ll Sing a Song and I’ll Sing a Song” by Ella Jenkins. This is a song that many children have sung and enjoyed over many years.</i></p> <p>Set a purpose.</p> <p><i>As we read and listen to this song today, let’s think about how the words and music emphasize doing things together. Let’s think about how singing together can help build our classroom community!</i></p>
<p><b>Text and Discussion</b> 16 minutes</p>	<p><i>First, let’s listen to the song as we follow along with the words.</i></p> <p>Play the song and display the words.</p> <p><i>What do you notice about the song?</i> [repetition, rhyme, choral response of children, humming, whistling]</p> <p><i>Turn to a partner. What does this song make you think about?</i></p> <p>Harvest a few responses.</p> <p><i>Now, let’s listen to the song again. As you listen to the music, I want you to draw or write <b>images</b>, or pictures, and ideas that come to your mind. These can be sketches, words, colors, or sentences.</i></p> <p>Play the song again while children draw and write at tables. After completing drawing and writing, give children time to share with a partner near them based on the following questions.</p> <p><i>What did you write or draw?</i></p> <p><i>What in the music inspired your writing or drawing?</i></p> <p>Bring the class’s attention back to the whole group.</p> <p><i>Let’s listen to the song for a third time. This time, sing along!</i></p>

<p><b>Key Discussion</b> 7 minutes</p>	<p>Facilitate Think, Pair, Share using the prompts on the board.</p> <p>Prompt 1: <i>What did listening to, reading, drawing about, and singing this song make you think about? What in the song made you think that?</i></p> <p>Prompt 2: <i>How does singing a song like this together help build our classroom community?</i></p>
<p><b>Closing</b> 1 minute</p>	<p><i>Today we read, listened to, and sang a song, thinking about the central message of doing things together. We recognized how singing and reading together can build our classroom community.</i></p>
<p><b>Standards</b></p>	<p><b>R.5.1.a</b> Retell texts, including details about who, what, when, where, and how; demonstrate an understanding of the theme.</p> <p><b>R.7.1.a</b> Identify words and phrases in a text that suggest feelings or appeal to the senses.</p> <p><b>Civics &amp; Government 2:</b> 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><b>SL.3.1.b</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p><b>(Boston) SEL SR 2.1</b> Develop rewarding positive relationships and work collaboratively with others.</p>
<p><b>Ongoing assessment</b></p>	<p>Listen to children’s responses during whole group share and Think, Pair, Share. Observe children’s drawing and writing.</p> <p>How are children responding to the song in drawing, writing, and speaking?</p> <p>Do children identify key elements of the song that support the message of doing things together?</p> <p>Do children make connections to building classroom community?</p>

**Notes**



Text Talk U1 W1 D3

“You’ll Sing a Song and I’ll Sing a Song” by Ella Jenkins

You’ll sing a song, and I’ll sing a song,  
And we’ll sing a song together.  
You’ll sing a song, and I’ll sing a song  
In warm or wintry weather.

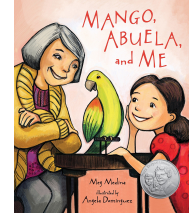
You’ll play a tune, and I’ll play a tune,  
And we’ll play a tune together.  
You’ll play a tune, and I’ll play a tune  
In warm or wintry weather.

You’ll hum a line, and I’ll hum a line,  
And we’ll hum a line together.  
You’ll hum a line, and I’ll hum a line  
In warm or wintry weather.

You’ll whistle a while, and I’ll whistle a while,  
And we’ll whistle a while together.  
You’ll whistle a while, and I’ll whistle a while  
In warm or wintry weather.

You’ll sing a song, and I’ll sing a song,  
And we’ll sing a song together.  
You’ll sing a song, and I’ll sing a song  
In warm or wintry weather.

*Song repeats.*



WEEK 1 Day 4

**Text Talk**  
***Mango, Abuela, and Me***  
 Read 1 of 2

<b>Big Idea</b>	Caring for each other builds community.
<b>Weekly Question</b>	Who am I, and who are we together?
<b>Content Objectives</b>	I can use key details from the text to explain how the characters develop across the story. (R.4.1.a, R.6.1.a)
	I can answer questions about key details in order to understand the gist of the story. (R.4.1.a)
<b>Language Objective</b>	I can listen to and speak respectfully about a text being read aloud. (SL.1.1.a)
<b>Vocabulary</b>	<p><b>shy:</b> quiet and a little nervous about new things</p> <p><b>unlock:</b> open</p> <p><b>snapshot:</b> photograph</p> <p><b>practice:</b> trying something multiple times</p> <p><b>coins:</b> metal money</p> <p><b>weave:</b> braid together</p> <p><b>communicate:</b> to share ideas with each other</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li><i>Mango, Abuela, and Me</i>, Meg Medina</li> </ul> Pre-mark page numbers in the book to correspond with the lesson. Page 1 is the first illustrated page.
<b>Opening</b> 1 minute	<i>Today we will read Mango, Abuela, and Me by Meg Medina. In this story, two characters learn to care for each other, developing</i>

	<p><i>understanding of each other and building the community within their family.</i></p> <p>Set a purpose for reading.</p> <p><i>As we read today, we'll answer key questions to help us get the gist of the story, or what the story is mostly about, noting how the characters develop. Tomorrow we'll read to think about the characters' experience and our own.</i></p>
<p><b>Text and Discussion</b> 16 minutes</p> <p>page 2</p>	<p>Check for understanding of key details.</p> <p><i>Who is the narrator in the story? Who is coming to stay?</i></p>
<p>page 9</p>	<p><i>What does it mean that the characters' "mouths were as empty as our bread baskets?"</i></p> <p>Elicit a few responses.</p> <p><i>Yes—Mia and Abuela are quiet because Mia's Spanish is limited and Abuela's English is limited.</i></p> <p><i>Turn and talk to a partner. How do Mia and Abuela communicate?</i></p>
<p>page 25</p>	<p><i>How does Mia use what she learns in school to teach Abuela?</i></p>
<p>page 29</p>	<p><i>A jungle filled with birds makes me imagine that the store has many colorful birds all together.</i></p>
<p>page 32</p>	<p><i>Act out bobbing your head like a parrot.</i></p>
<p>page 33</p>	<p><i>Who are the characters who have to practice in the book? What different ways do the characters practice?</i></p> <p>Elicit ideas.</p>
<p><b>Key Discussion</b> 7 minutes</p>	<p>Think, Pair, Share.</p> <p><i>Toward the end of the book, the author writes, "our mouths are full of things to say." This is very different from the beginning of the book, when we read that their mouths were empty.</i></p> <p><i>What has changed for Mia and Abuela throughout the book? Use key details to support your ideas.</i></p> <p>If children have difficulty, refer to specific events. For example, have children consider how the characters are relating on page 8, versus how they are relating on page 37.</p>
<p><b>Closing</b> 1 minute</p>	<p><i>Today we answered key questions to help us get the gist of the story, explaining how Mia and Abuela change. Tomorrow we'll read to</i></p>

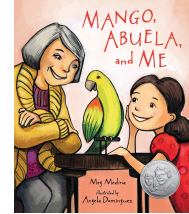


	<i>consider the kind of experiences people have when learning something new.</i>
<b>Standards</b>	<p><b>R.4.1.a</b> Ask and answer questions about who, what, when, where, and how.</p> <p><b>R.6.1.a</b> Describe characters, settings, and major events in a story, including details about who, what, when, where, and how.</p> <p><b>SL.1.1.a</b> Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p>
<b>Ongoing assessment</b>	<p>Listen to children’s responses during whole group conversation and Think, Pair, Share.</p> <p>Can children use key details when answering questions about the story?</p> <p>How do children describe the ways that Mia and Abuela change over the course of the book?</p>

**Notes**



Text Talk U1 W1 D4



WEEK 1 Day 5

**Text Talk**  
***Mango, Abuela, and Me***  
 Read 2 of 2

<b>Big Idea</b>	Caring for each other builds community.
<b>Weekly Question</b>	Who am I, and who are we together?
<b>Content Objectives</b>	I can describe the characters in a story using key details from the text. (R.6.1.a )
	I can describe how people from different parts of the world can have different ways of living, customs, and languages. (Geography 1)
<b>Language Objective</b>	I can use drawing and writing to clarify my thoughts and feelings about practicing something together. (SL.3.1.b)
<b>SEL Objective (Boston)</b>	I can identify my own unique personal, cultural, or linguistic experiences and relate those to the text we are reading. (SA 4.1)
<b>Vocabulary</b>	<p><b>shy:</b> quiet and a little nervous about new things</p> <p><b>unlock:</b> open</p> <p><b>snapshot:</b> photograph</p> <p><b>practice:</b> trying something multiple times</p> <p><b>coins:</b> metal money</p> <p><b>weave:</b> braid together</p> <p><b>communicate:</b> to share ideas with each other</p> <p><b>relationship:</b> a connection you have with someone else</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>Mango, Abuela and Me</i>, Meg Medina</li> <li>● blank paper, one for each child</li> <li>● drawing and writing tools</li> </ul>

	<ul style="list-style-type: none"> <li>• Weekly Question Chart, from Day 1</li> <li>• markers in different colors</li> </ul> <p>On the whiteboard, write: Describe Mia and Abuela’s special relationship. Describe a special relationship you have with a family member or community member because you practice something together.</p> <p>Review the Weekly Question Chart. Set aside five minutes at the end of the lesson to synthesize learning on the Weekly Question Chart.</p>
<p><b>Opening</b> 1 minute</p>	<p>Set a purpose for reading. <i>Today we will read Mango, Abuela, and Me by Meg Medina again. We will read a few pages closely to help us describe Mia and Abuela’s special relationship. A <b>relationship</b> is a connection you have with someone else.</i></p> <p><i>Then we will talk, draw, and write about a special relationship that we have with a family or community member.</i></p>
<p><b>Text and Discussion</b> 8 minutes page 2</p>	<p>Read page 2. <i>On page 2, the narrator says she feels <b>shy</b>, or quiet and a little nervous, to meet her far-away grandmother. Why do you think she feels shy?</i></p> <p><i>Thumbs up if you ever feel shy when meeting a family member you don’t know.</i></p> <p><i>Thumbs up if you ever feel shy meeting someone from far away or someone new.</i></p>
<p>pages 15-16</p>	<p>Continue reading until page 16. <i>Though Mia feels worried that she and Abuela don’t understand each other, her mother reminds her that when her friend Kim came to school, the class helped her learn English. In the story, Mia is learning Spanish and Abuela is learning English, and they are both helping each other learn.</i></p> <p>Identify key details. <i>What does Mia do when she is learning Spanish?</i> Elicit 1-2 responses. <i>What does Abuela do when she is learning English?</i> Elicit 1-2 responses.</p>

	<p>Connect to children’s experiences.  <i>Does anyone have experience, or know someone who has experience, learning a new language? What was that like? Who helped?</i></p> <p>Elicit as many responses as seems appropriate for your class.</p> <p><i>Does anyone have an experience, or know someone who has experience, of moving to a new place and not knowing how to communicate effectively? What was that like? Who helped?</i></p> <p>Elicit as many responses as seems appropriate for your class.  Do not continue reading.</p>
<p><b>Key Discussion and Activity</b>  9 minutes</p>	<p>Think, Pair, Share.  Prompt 1:  <i>Describe Mia and Abuela’s special relationship.</i></p> <p>Prompt 2:  <i>Now describe a special relationship you have with a family member or community member because you practice something together. This could be learning and practicing a language, or it could be practicing something else.</i></p> <p>Drawing and writing response.  <i>Now you are going to have an opportunity to briefly sketch and write about the experience you just shared with your partner.</i></p> <p>Remind children that this task connects to the social studies and SEL objectives of the lesson. Dismiss children to tables to work on their sketching and writing. Circulate as children are working, and identify two children whose work would be relevant to talk about with the class.</p>
<p><b>Closing</b>  2 minutes</p>	<p>Call the children back to the group meeting area.  <i>Let’s share some of the drawing and writing you did.</i></p> <p>Invite the two selected children to present their work. Allow time for a few questions and answers about the work presented.</p>
<p><b>Weekly Question Chart</b>  5 minutes</p>	<p>Refer to the Weekly Question Chart.  <i>This week we have been thinking about this question: Who am I, and who are we together?</i></p> <p>Read the chart together. Add any essential ideas that may be missing. Identify and color-code 2-3 themes that emerge. Some themes might be: doing things together, families, school, getting along, etc.</p> <p>Save this chart for use in Week 5.</p>

<p><b>Standards</b></p>	<p><b>R.6.1.a</b> Describe characters, settings, and major events in a story, including details about who, what, when, where, and how.</p> <p><b>SL.3.1.b</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p><b>Geography 1</b> Students draw on concepts and processes from geography to understand issues involving people, places, and environments in the community, Maine, the United States, and the world.</p> <p><b>(Boston) SEL SA 4.1</b> Identify personal, cultural and linguistic assets.</p>
<p><b>Ongoing assessment</b></p>	<p>Listen to children’s responses during whole group share and Think, Pair, Share.</p> <p>Are children able to describe the characters’ experiences?</p> <p>Are children able to make connections to their own lived experience?</p> <p>Observe during the Reading Response and collect the drawing and writing pages.</p> <p>Are children able to express an appropriate response to the questions through drawing and writing?</p>

**Notes**