

WEEK 1 Day 5

**Vocabulary & Language**  
Carousel Brainstorm

<b>Weekly Question</b>	What is sound?
<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>senses:</b> ways in which animals’ bodies collect information about the world <b>hear:</b> to sense using ears <b>motion:</b> the action of moving or being moved <b>listen:</b> to hear and pay attention to sound <b>identify:</b> to name what something is <b>pluck:</b> to pull quickly, such as the strings of an instrument
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>● chart paper, 4 pieces, with one of the Weekly Words in the center of each, set out around the classroom</li><li>● markers, one for each child</li><li>● timer or stopwatch</li></ul>
<b>Opening</b>	<i>This week as we move through the Carousel Brainstorm, we’ll think about our Weekly Words and about what we think sound is.</i>
<b>Key Activity</b>	Show the vocabulary cards and review definitions for all of the Weekly Words, highlighting those selected for the Carousel Brainstorm.  Talk briefly about some possibilities for recording understanding about one of the words.  Direct each group to a particular paper and then begin the timer.  Circulate as children work, noting their use and representation of each word.
<b>Closing</b>	In the whole group, share the work from the papers, highlighting different ways of demonstrating word knowledge.

<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>As children work, circulate and take notes on the Carousel Brainstorm Assessment Tool to record children’s understanding, misconception, and use of vocabulary words. Use these to plan for reteaching and reinforcement.</p> <p>Listen to children’s conversations as they circulate.  How do children participate?</p> <p>Review each sheet of chart paper.  Do children’s drawings and writing reflect an understanding of the vocabulary words?</p>

**Notes**