

WEEK 2 Day 5

Vocabulary & Language
Carousel Brainstorm

Weekly Question	How do we benefit from being part of communities?
Language Objective	I can talk with my classmates about important vocabulary from our unit texts and big ideas. (SL.1.1)
Vocabulary	benefit: a good or helpful result or effect positive: good rule: a statement about what is or is not allowed contribution: something that is given with the goal of helping perspective: point of view emerge: to appear, to come forward
Materials and Preparation	<ul style="list-style-type: none">● Carousel Brainstorm anchor chart● chart paper, 4 pieces <p>Choose four of the Weekly Words to work with, and write one in the center of each piece of paper. Post the papers in different areas of the classroom at a height that children can write on them.</p> <ul style="list-style-type: none">● markers, one for each child● timer or stopwatch <p>Plan for four groups of children. Note: This lesson is planned for children to interact with four words; this may be too many for children to manage in just the second week of school. Adjust for an appropriate number of rounds. It may be that children work with only two or three words as they build familiarity with the routine and the class works out management kinks.</p>
Opening	<i>Last week we did our very first Carousel Brainstorm. It's called Carousel Brainstorm because you move around the class in a big circle, just like a carousel. Remember, at each word, you talked with your group and then drew and wrote to show what you learned</i>

	<p><i>about the word. Today we'll do this again, but this time with four of our Weekly Words.</i></p>
<p>Key Activity</p>	<p>Show the vocabulary cards and review definitions for all of the Weekly Words, highlighting those selected for the Carousel Brainstorm.</p> <p><i>Before we begin, let's take a quick look at our Weekly Words and remind ourselves about each of the words we'll see in our Carousel Brainstorm.</i></p> <p>Talk briefly about some possibilities for recording understanding about one of the words.</p> <p><i>What might I draw or write about the word "benefit?"</i></p> <p>Gather a few ideas. Provide clarifications and examples as needed.</p> <p><i>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.</i></p> <p>Indicate the locations of the posted word papers. Offer a quick review of how the routine works.</p> <p><i>Look around the classroom: there are large sheets of paper with some of our Weekly Words written on them.</i></p> <p><i>You'll work in groups. I'll send each group to a piece of paper to begin. 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 your group members what you remember about the word or use it in a sentence. You'll listen to what your classmates have to say. After this short conversation, you will draw a picture or write some words to represent what you know now about the word. You can work together on this, or you can write or draw on your own.</i></p> <p><i>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. We'll keep going all around the room, moving from word to word, until you have visited all of the words.</i></p> <p>Direct each group to a particular paper and then begin the timer. The prescribed time for each station visit is three minutes; consider extending the time appropriate to the pace at which the children are working.</p> <p>As children practice the Carousel Brainstorm routine, circulate to observe and offer support. At the signal, help children move smoothly from one</p>

	<p>word to the next. Each group should interact with all six words, or as many as planned.</p> <p>After the set number of 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 words.</p>
Closing	<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. This week we worked with four words!</i></p>
Standards	<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>
Ongoing assessment	<p>Listen to children’s conversations as they circulate. How do children participate? Review each sheet of chart paper. Do children’s drawings and writing reflect an understanding of the vocabulary words?</p>

Notes