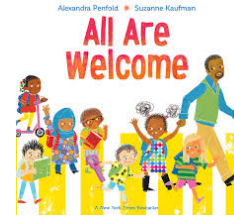


Unit 1: Building Strong Communities



WEEK 1 Day 1

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

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

<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 <b>are welcome</b>?"</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>

**Notes**

